ED 227 205 AA 001 112

Resources in Education (RIE). Volume 18, Number 8.
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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 227 222 CE 033 978

Berthelot, Ronald J.
Learning Styles of Females and Implications for Vocational-Technical Education: A Review of the Literature. Final Report from July 1, 1981 to June 30, 1982.
Pensacola Junior Coll., Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Career Choice; *Cognitive Style; Comparative Analysis; *Females; Literature Reviews; Males; *Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Differences; Teaching Styles; *Vocational Education

Literature on female learning styles was reviewed to suggest implications for traditionally male vocational-technical education programs. The study focused on comparing and contrasting cognitive styles, a learning style dimension, between females and males. The field-dependent/independent distinction was found to be important for traditionally male programs or courses. (Field independents have the ability to separate parts from the field while field dependents perceive the field holistically as a unit.) Previous research showed that field-dependents tend to select people-oriented professions and that field-independents are in more impersonal, often more technical professions. Females tend to be slightly more field-dependent than males. Study findings were that (1) learner career choices are influenced by learning styles, course experiences, and teachers; (2) a link exists between how teachers learn and teach; and (3) students learn best when teaching styles are matched to student learning styles. Implications for vocational-technical education included varied teaching methods to accommodate learning-style differences and varied content, method, and delivery of workshop presentations to attract women to nontraditional programs. Hypotheses for additional research were also suggested. (YLB)

ED 227 236 CE 034 933

Lane, Martha A.
The Emergency English Workbook. Practical Reading and Writing Lessons for North American Students.

REPORT NO.- ISBN-0-8403-2709-9
PUB DATE- 82
AVAILABLE FROM- Lutheran Church Women, 2900 Queen Lane, Philadelphia, PA 19129 ($6.00, plus 7% postage and handling on orders not prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Basic Education; Adult Education; Adult Literacy; Basic Skills; Basic Vocabulary; *Daily Living Skills; *English (Second Language); *Learning Activities; Lesson Plans; Literacy Education; *Reading Instruction; Vocabulary Development; Workbooks; *Writing Instruction

This workbook contains reading and writing lessons for North American adults learning English as a second language. It can also be used with English-speaking adults who need to improve basic literacy skills. The vocabulary, reading, and writing exercises in the book were developed to meet essential survival and emergency English needs. The workbook is organized into two parts. The first part contains 25 lessons on everyday life situations. Topics covered include food, telling time, money, shopping, cooking, calendars, families, measuring, maps, transportation, asking questions, using the telephone, household items, mail, describing people, personal health, clothing, jobs, checks and money orders, housing, paying bills, and the seasons. Practice exercises such as fill in the blanks and writing drills are contained in these lessons, and lessons are illustrated with line drawings. The second part of the workbook contains 50 lessons for practice in pronunciation of English sounds. Words and sentences in this part are to be listened to, read, and said by the student. (The workbook is designed to be used with A Handbook for Tutors of Non-English Speaking Students.) (KC)

ED 227 251 CE 035 266

Watson, Gann
Today's Students/Tomorrow's Workplace: Are They Ready for Each Other? Vocational Education in South Carolina's Secondary Schools.
Southeastern Public Education Program, Columbia, S.C.
PUB DATE- Mar 83
AVAILABLE FROM- Southeastern Public Education Program, 1338 Main Street, Suite 501, Columbia, SC 29201 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
 Reports - Descriptive (Program/Project Descriptions) (141)
 Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Allied Health Occupations Education; Business Education; Career Counseling; Career Education; Curriculum; Educational Needs; Educational Objectives; *Education Work Relationship; Employment Projections; Enrollment; Home Economics Education; Job Placement; Labor Needs; Needs Assessment; Office Occupations Education; *Outcomes of Education; Program Content; Program Descriptions; *Program Effectiveness; *Relevance (Education); School Business Relationship; School Counseling; *Secondary Education; *State Programs; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *South Carolina
A number of publicly available documents were examined to provide an overview of the operations of secondary vocational education in South Carolina and to assess the outcomes of the system. The focus of the analysis was on the extent to which the state's vocational education system is relevant to the needs of South Carolina's economic development and to the needs of students who do not choose to go on to postsecondary education. Among those areas investigated were curriculum, enrollment, business and office occupations education, trade and industrial education, home economics education, health occupations education, the relationship between occupational outlook and vocational education curriculum, the relationship among occupational categories and curriculum, supply and demand data, career exposure, career guidance, job placement, and communication between the vocational education system and local business and industry. Data pertaining to these areas suggest that the operational realities and outcomes of vocational education are not consistent with the purposes of the system as set forth by state leaders and that the purpose of vocational education needs to be reexamined. (MN)

ED 227 266 CE 035 291

Cordell, Curtis C.; And Others
Training Effectiveness Evaluation (TEE) of the Advanced Fire Fighting Training System. Focus on the Trained Person.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-142
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Computer Oriented Programs; *Fire Fighters; *Fire Protection; *Fire Science Education; Military Training; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Improvement; Simulated Environment; *Simulation; Skill Development; Training; *Training Methods
IDENTIFIERS- Navy

A training effectiveness evaluation of the Navy Advanced Fire Fighting Training System was conducted. This system incorporates simulated fires as well as curriculum materials and instruction. The fires are non-pollutant, computer controlled, and installed in a simulated shipboard environment. Two teams of 15 to 16 persons, with varying amounts of fire-fighting experience, were involved in the evaluation. Both performance and knowledge testing were used and a student attitude questionnaire was administered. In addition, specific observations were made of the components of the overall training system. It was determined that the training device provides effective training for fire fighting. Recommendations for modifications in the system and the supporting components were made following the evaluation. (KC)

ED 227 280 CE 035 310

Meyer, Linda A.; And Others
Evaluation Research in Basic Skills with Incarcerated Adults.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; *Basic Skills; *Computer Managed Instruction; *Conventional Instruction; *Correctional Education; English Instruction; Evaluation Methods; Mathematics Instruction; *Outcomes of Education; Pacing; Program Effectiveness; Reading Instruction; Research Problems
IDENTIFIERS- Illinois Department of Corrections; *PLATO

From six institutions in the Illinois Department of Corrections school district, 359 adult male inmates served as subjects for this research evaluation of basic skills. Three groups were in traditional self-paced instruction, and the other three groups were in Program Logic for Automated Training Operations (PLATO) computer managed instruction (CMI). Treatment effects were measured on the Test of Adult Basic Education and the Tennessee Self-Concept Scale. Significant pretest to posttest gains were found for all students in language, mathematics, and reading. Results may have been influenced by the loss of more than half the sample between pretests and posttests because of inmate mobility. The results showed that evidently no simple way exists to predict which students will gain the most from either classroom or CMI instruction, given information about the student's age, ethnicity, type of sentence, and security level of his institution. Also, measuring gains is difficult. Finally, it was determined that further research is needed to understand how and why the two instructional delivery systems worked and, if possible, to determine which method works best for which individual. (Author/KC)

ED 227 297 CE 035 330

Nerden, Joseph T.; Rice, Eric

Presenting Information. Instructor Training Module #5.

Conserva, Inc., Raleigh, N.C.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Classroom Communication; *Classroom Techniques; *Educational Media; Feedback; Inservice Teacher Education; Instructional Development; Instructional Materials; Postsecondary Education; *Teacher Response

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with presenting information to apprentices. The first chapter consists of an outline of the nature and scope of the instructor training modules as well as a self-assessment pretest. Covered in the module are planning to present information in the related subjects experience, introducing lessons as well as providing clear expectations and directions for apprentice activities and outcomes, varying methods for presenting information, using instructional aids in presenting information, and modifying instruction based upon learner feedback. Each chapter contains some or all of the following: an introduction and objectives, a discussion of when and why to use the given skill, guidelines for using the skill, an example, additional information, and self-test exercises. Appended to the booklet are answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 311 CE 035 347

Budke, Wesley E.
Vocational Education Program Improvement: An Analysis of State-Administered Projects in FY 1978 - FY 1982.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Agency Role; Curriculum Development; Databases; Educational Research; Federal Aid; Financial Support; Postsecondary Education; *Program Administration; Program Content; *Program Improvement; Public Agencies; Resource Allocation; School Counseling; School Districts; Secondary Education; *State Programs; Teacher Education; *Vocational Education

Drawing upon a database of state-administered vocational education program improvement projects, a study examined state-administered programs to improve vocational education that were implemented from fiscal 1978 through fiscal 1982. After analyzing abstracts of 3,994 research, exemplary and innovative, and curriculum development activities, researchers drew the following conclusions: (1) states seem to place a lower priority on research, exemplary and innovative, and curriculum development activities than on vocational guidance and counseling, personnel training, and sex equity; (2) public educational agencies and institutions play a dominant role in program improvement activities; (3) states show a heavy concern for assisting practicing teachers and a relatively small concern for teacher education programs; (4) state funding for distributing materials have increased annually; and (5) the greatest program improvement effort has focused on improvement of instruction in local vocational education programs. Based on these findings, recommendations called for development of more descriptive abstracts for the database from which these findings were drawn, for more research concerning vocational education personnel training, for closer coordination of curriculum development activities across states, and for further research on the allocation of program improvement funds between preservice and inservice educational programs. (MN)

ED 227 325 CE 035 404

Pritchard, May Long
State Youth Employment and Training Initiatives--Seven Models. Working Paper #2. The State Youth Initiatives Project.
Public/Private Ventures, Philadelphia, PA.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Employment Programs; *Job Training; *Models; Policy Formation; Program Costs; Program Descriptions; Program Development; Program Effectiveness; Program Implementation; State Action; *State Programs; Statewide Planning; Young Adults; *Youth Employment; *Youth Programs
IDENTIFIERS- California; Colorado; Connecticut; Indiana; Michigan; Oregon; Wisconsin

This paper is one in a series of research papers related to the state role in youth employment and training. It describes seven state-sponsored youth employment and training programs, representing a varied range of approaches that states have undertaken to address their youth employment problems. The first section of this paper provides capsule descriptions of youth initiatives in the states of California, Colorado, Connecticut, Indiana, Michigan, Oregon, and Wisconsin. The youth initiatives in these states are at various stages of growth or development, ranging from the policy formulation stage to implementation. The second section of the paper highlights both the common characteristics and distinctive features of these efforts in seven areas: origins, goals, implementation, target youth, funding, private sector involvement, and results. This is followed by a conclusion that pinpoints some of the requisites of an effective comprehensive state youth employment and training effort. (KC)

ED 227 339 CE 035 431

McPheeters, Harold L.; And Others
Health Professionals for the South: Supply and Cost Issues Needing State Attention.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, NW, Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Allied Health Occupations Education; Costs; Delivery Systems; Educational Trends; Financial Problems; *Futures (of Society); Health Services; Higher Education; Labor Supply; *Medical Education; Medical Schools; Policy Formation; Postsecondary Education; Public Policy; Regional Planning; *Statewide Planning
IDENTIFIERS- *United States (South)

Health professions education represents one of the South's major successes, but because of the implications of a larger supply of health professionals and the increasing costs of both health care services and the education of health professionals, it also represents one of the major challenges before state policymakers. State policymakers will be facing three major problems in the coming years: a possible oversupply of health professionals; rapidly increasing costs of health care services; and continuing problems of getting personnel to geographic areas, subspecialties, and practice settings that need them. Six strategies are suggested to solve these problems; (1) create new health professions education programs only where there is clear and compelling evidence of need that cannot be met otherwise; (2) implement coordinated strategies to address the specific problem of distribution; (3) make maximum use of existing programs through interinstitutional and interstate agreements; (4) cut back on class sizes and close some training programs; (5) raise tuition for students in those professions that are expected to be surplus; and (6) develop the capacity to analyze the financing and costing of health professions education. It is essential that each state know the current status of its own health professions training programs within its health care delivery system. Only after analysis of the state's trends and needs can rational action be taken to implement specific strategies. (KC)

ED 227 353 CE 035 456

Chalupsky, Albert B.; Wheeler, Jeanette D.

Using Competency Measures in Vocational Education Programs. Module 17. Vocational Education Curriculum Specialist.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-79-0735
AVAILABLE FROM- East Central Network, Sangamon State University, E-22, Springfield, IL 62708 ($4.00; complete set--20 modules, instructor's guide, audio cassette, field test report--$45.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Competence; Competency Based Education; Criterion Referenced Tests; Inservice Education; Job Skills; Learning Activities; Learning Modules; Performance Tests; Postsecondary Education; Secondary Education; *Student Evaluation; *Testing; *Test Use; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Competency Tests; *Curriculum Specialists; Work Habits

This module, the first of four units about vocational competency measurement, is module 17 in the Vocational Education Curriculum Specialist series. The purpose stated for the document is to trace the growth of the formal measurement of skills, knowledge, and attitudes in vocational programs and to present some uses of competency testing in vocational programs. Content is organized into three sections, each of which focuses on one goal and two or more objectives. Section 1 examines the growth and significance of student competency testing in vocational education programs. In the second section, the components that make up a comprehensive set of vocational competency measures are described. The discussion also covers definitions used for various testing techniques. The module concludes with an overview of the uses of competency measures for evaluation, instruction and administration, and communication among instructors, administrators, students, and parents. Each section concludes with individual study activities, discussion questions, and group activities. Self-check items and possible responses to them are appended for use as a pretest and review of the module content. (YLB)

ED 227 367 CE 035 501

Vetter, Louise; And Others
Sex Equity Strategies (Second Edition). Research and Development Series No. 144.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 80
CONTRACT- 400-77-0061
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($11.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Attitude Change; Community Cooperation; Evaluation Methods; *Instructional Materials; *Learning Activities; Learning Modules; Material Development; Nontraditional Students; Postsecondary Education; School Business Relationship; *School Community Relationship; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; State Programs; *Student Recruitment; *Vocational Education; Workshops
IDENTIFIERS- Education Amendments 1976

This document was designed to provide strategies and techniques for increasing sex fairness in vocational education to varied users (sex equity personnel, instructors, administrators, counselors, and curriculum planning personnel). The guide should aid vocational educators in overcoming sex bias and sex stereotyping by (1) creating awareness of sex fairness concerns; (2) providing strategies for dealing with overt sex bias, recruiting nontraditional students, retaining nontraditional students, interacting with the community, and assessing and adapting materials; (3) providing planning guidelines; and (4) providing information about resources. Each of the seven chapters of the guide contains introductory questions, narrative, references, reprints, and exercises. The guide was designed to assist vocational educators in implementing the Education Amendments of 1976. It is a companion guide to a package designed for the state sex equity persons in vocational education. (KC)

ED 227 381 CG 016 509

White House Conference on Aging (Washington, D.C., November 30-December 3, 1981). Final Report. Volume 1: A National Policy on Aging.

White House Conference on Aging, Washington, D.C.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTIONS- Aging (Individuals); Delivery Systems; *Economic Climate; *Gerontology; Government Role; Health Insurance; *Health Services; *Older Adults; *Public Policy; Research Needs; Retirement Benefits; Social Services

IDENTIFIERS- *Social Security; *White House Conference on Aging

This first volume of three of the final report of the 1981 White House Conference on Aging contains the response to the congressional charge to the Conference that the final report propose a national policy on aging not only for the minority who need aid but also for the majority of older adults who live in comfort and security. The report is divided into five chapters aimed at addressing areas of major concern to the nation and its elderly citizens. The first chapter, on the economy, discusses the importance of preparing our economy for an aging population, the changes which may be expected to result from this aging, the consequences of these changes, and the necessity to plan to meet the decade ahead. Chapter 2, income in old age, concentrates on the Social Security System, how it works, its problems, and some of the options available for strengthening the system. Chapter 3, health care, discusses the medical delivery system, long-term care, and disease prevention. Chapter 4, social benefits and services, sets forth the policy thrust proposed for other benefits for the elderly. Chapter 5, research, discusses the research implications of the national policy. For each area, issues are defined, policy options are explored, and recommendations are made. (MCF)

ED 227 397   CG 016 529

Seligson, Anne Glinert
The Presentation of Loneliness as a Separate Diagnostic Category and Its Disentanglement from Depression.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Depression (Psychology); Developmental Stages; Emotional Development; Group Therapy; *Loneliness; Parent Child Relationship; Personality Traits; Psychiatry; *Psychological Evaluation; Social Isolation; State of the Art Reviews

Loneliness, one of our least satisfactorily conceptualized phenomena, has been relegated to philosophy and sociology, and when confronted in the therapy session, has been subsumed under depression and treated as if it were depression. However, loneliness is a separate entity with unique characteristics that need to be identified and treated appropriately. Loneliness is a state in which one feels incomplete. The primary affect is longing, whereas in depression, the salient affect is anger. Unlike the depressive, the lonely individual reaches out but can never communicate and, consequently, never quell the longing. An understanding of this constellation makes the identification of loneliness as the primary symptom the prerequisite for treatment. (Author)

ED 227 413 CG 016 546

Lichtenberg, James W.

Methodological Explorations of Counselor-Client Interaction.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Change; Behavior Patterns; *Counseling; *Counseling Effectiveness; *Counselor Client Relationship; *Evaluation Methods; *Interaction; Interpersonal Communication

In contrast to the usual counseling outcome assessment procedures, which rely on individual change scores on selected outcome instruments, this paper proposes a contemporary interactional perspective which suggests that the assessment of outcome should focus on determining changes in the counseling process itself, i.e., a change in the interaction patterns between the counselor and the client. Three analytic approaches for assessing pattern (and pattern change) are presented: (1) Markov chain analysis; (2) lag sequential analysis; and (3) information theory analysis. The specifics of each approach are described and their relationship to the sequential dependencies among the events in the counseling process are discussed. The contemporary interactional perspective is contrasted with earlier views which concentrated on behavior within the interview. A reference list and tables illustrating the interactional dependencies are appended. (Author/JAC)

ED 227 429 CG 016 562

Weber, Joseph A.; Miller, Mary G.
College Female Perceptions of Career Directions.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; *Career Planning; Careers; College Students; *Females; Higher Education; *Home Economics Education; Leadership; *Occupational Aspiration; Professional Development; Professional Occupations

College home economics students are entering a greater variety of home economics and related professions upon graduation than ever before. Freshmen (N=542) and graduating seniors (N=463) enrolled in the College of Home Economics at Oklahoma State University completed a questionnaire that included multiple choice and Likert-type scale items as well as open-ended questions requesting information on career goals and ambitions. Analyses of results showed that 65% of the freshmen and 55% of the seniors considered it extremely important to have a career in which the results of their endeavors could be seen, and which would offer good opportunities for advancement and a secure future. Only a small percentage of students saw careers as an opportunity to earn a lot of money, gain respect from professional peers, or as a means of gaining high status and prestige. Seniors showed the influence of career planning, with fewer graduating in the areas of home economics education and foods and nutrition and more pursuing jobs in the clothing, textiles, and merchandising areas. (PAS)

ED 227 444 CS 007 020

Hodges, Carol A.
If You Can't Blame the Cooperating Teacher, Who Can You Blame?
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Observation Techniques; Elementary Education; Higher Education; *Preservice Teacher Education; *Reading Instruction; *Reading Research; *Student Teachers; *Teacher Attitudes; Teacher Education; *Teacher Response

A study was conducted to describe the experiences of five preservice teachers who taught in a special practicum without cooperating teachers. Prior to the practicum, the student teachers were interviewed to ascertain their views on teaching reading and what they hoped to gain from the practicum to further prepare them to teach it. Each student was observed four times in the classroom. Postobservation time was set aside for discussion with the students and, when possible, with the supervisor. Following the practicum, interviews were conducted with the students to discover why they used particular organizational patterns, materials, and instructional procedures. Observations revealed that although each student had expressed a desire to develop fluent silent readers, much of the reading time was devoted to oral round-robin reading. While all of the student teachers were concerned about allowing children to read material that interested them, their early attempts at organizing literature groups and integrating social studies with the reading program floundered. As the semester went on, the basals became the only reading material used. No or few attempts were made to monitor the children's progress. The student teachers mentioned the following factors as important in influencing their actions and views toward reading instruction: school pressures, lack of confidence, classroom survival, limited time, and the content of the methods course. (HOD)

ED 227 459 CS 007 037

Camperell, Kay; Smith, Lawrence L.
Improving Comprehension through the Use of Networking.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Reading; *Educational Cooperation; Reading Comprehension; *Reading Instruction; Reading Teachers; *Remedial Reading; Secondary Education; *Skill Development; Study Skills; Teacher Role
IDENTIFIERS- *Mapping; *Networking; Reading Strategies

Networking or mapping strategies can be used to help secondary school students in remedial reading programs identify and understand ideas and relationships among ideas encountered in their content area textbooks. Essentially, networking and mapping are note taking procedures that require students to represent ideas from texts in some sort of symbolic or graphic diagram. These procedures are like outlining in that they ask students to identify main ideas and supporting details, but they differ from outlining in that they force students to organize and reorganize the ideas abstracted from reading and then to depict them as clusters of related concepts using lines and arrows to show the relationships. Researchers have suggested that creating these diagrams engages students in learning strategies that are more effective than those involved in outlining because developing diagrams forces them to attend to and process relationships among all of the ideas in a passage, rather than just the superordinate and subordinate relations called for in outlining. There is evidence that remedial students find networking and mapping strategies difficult to master. However, with perseverance, teachers can help students use the strategies to become more skilled readers and more proficient learners in their content area classes. (FL)

ED 227 474 CS 007 057

Thurber, Donald N.
D'Nealian Manuscript--An Aid to Reading Development.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Cursive Writing; *Handwriting Instruction; Handwriting Materials; *Handwriting Skills; Primary Education; Reading Readiness; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *D Nealian Manuscript

A new method of continuous stroke manuscript print called D'Nealian Manuscript is challenging the traditional circle-stick method of teaching children how to write. The circle-stick uses component or splinter parts to form whole letters. Children are forced to form all writing with verticle lines and to learn a manuscript print that goes nowhere. Moreover, large pencils are usually recommended and the letters are presented in unnecessarily large print. The D'Nealian method, on the other hand, presents letter forms similar to standard print, has carryover skills to cursive writing, and eliminates many of the errors of circle-stick writing. All letters are made with a continuous stroke except to dot the "i" and "j" and cross the "f" and "t." Children also begin to write on near standard-sized paper. They use a pencil size that feels comfortable to their grip and may write letters with a back, vertical, or typical right-hand slant. Letters are presented in groups of similar construction, and as a letter is introduced it is immediately used in a word. Basic vocabulary is thus enhanced, along with left-to-right eye movement and directionality. Because children can write words more easily and sooner with D'Nealian, it is an important aid to reading development. (HOD)

ED 227 489 CS 207 391

Melchior, Bonnie
Shedding Tears Over Milton.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Course Descriptions; English Instruction; English Literature; Figurative Language; Higher Education; *Instructional Innovation; *Language Usage; *Literature Appreciation; *Seventeenth Century Literature; Syntax; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Milton (John); Paradise Lost

An English instructor at the University of Central Arkansas observed three problems students encounter with the often formidable writings of John Milton and developed strategies for alleviating those problems. The first problem was the difficulty posed by the vocabulary and syntax of "Paradise Lost." The instructor discussed with the class syntactic clues that would allow them to manipulate Milton's poetry into a more conventional syntactic order. They also discussed roots, prefixes, and suffixes to give the class a better understanding of Milton's unfamiliar Latinate vocabulary. The second major problem stemmed from the fact that the students lacked the background needed to give the work a meaningful context. The instructor gave the students a focus they could deal with--the question of who in fact was the hero of "Paradise Lost"--and then supplied the historical background as needed. The third and most difficult problem had to do with aesthetics--what makes Milton worth reading. By having students bring their own values and preconceptions to the hero question, the instructor hoped they would see how a great work makes a coherent statement of depth and complexity, and how Milton's choices in diction and style influenced their expectations and responses. At the end of the semester, the students admitted that it had been difficult, but that they had come a long way in developing a sense of what makes a great work great. (HTH)

ED 227 504 CS 207 408

Kates, William
Voluntary Becomes Mandatory?
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-470
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Civil Rights; *Conflict; *Court Doctrine; *Court Litigation; Ethics; *Freedom of Speech; *Guidelines; *News Reporting; Press Opinion

Voluntary bench-bar press guidelines have evolved over the past 15 years as a way of resolving the conflict between the right of the accused to a fair trial and the right of the press to cover such a trial. In 1980, however, a Washington state judge required reporters to sign an affidavit stating that they would follow the state's guidelines. Arguing prior restraint, one paper sued, but lost in the state courts. The Supreme Court refused to review the case. Other journalists reacted angrily to the outcome, seeing the end of the voluntary code system. Originally proposed in response to conviction reversals that stemmed from pretrial publicity, the codes have had a long history marked by controversy; they are often effective, but sometimes ignored by the press, particularly in sensational cases. The Washington state case and other similar cases make the future of such voluntary rules even more doubtful. Still, if the press is to defend its access to the courts, it must not turn its back on the legal sector, but instead should make the effort to communicate its fears and concerns. (JL)

ED 227 519 CS 504 125

Berryman-Fink, Cynthia
Perceptions of Women's Communication Skills Related to Managerial Effectiveness.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Communication Skills; Education Work Relationship; *Employer Attitudes; *Females; *Males; Management Development; Managerial Occupations; Occupational Surveys; *Organizational Communication; Sex Differences; Sex Role; Student Needs

In a study designed to document empirically perceptions about women managers' communication skills and training needs, 101 managers (53 females and 48 males) responded to two open-ended questions: (1) From your observation and experience, what specific communication skills do women possess that might help promote their managerial effectiveness? and (2) From your observations and experience, in what specific communication skills should women receive training to help promote their managerial effectiveness? Answers showed that both male and female managers perceived that women possess three communicaton skills necessary for effective management: listening, verbal/writing skills, and nonverbal communication skills. In addition, both males and females perceived four areas in which women managers need training: assertiveness, confidence building, public speaking/making presentations, and dealing with males. An examination of the total number of items supplied by male and female respondents to each research question revealed that females had more detailed perceptions about women managers' communication skills and training needs than did males. These data suggest two possibilities: either male managers perceived female managers to have fewer communication skills and training needs than the females perceived for themselves, or male managers had not given as much thought to the questions. (FL)

ED 227 535 CS 504 147

Smith, Craig Allen
The Authoritarian Character of the John Birch Society: The Functional Utility of Alarmist Discourse.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Authoritarianism; Communication Research; Content Analysis; *Discourse Analysis; *Group Membership; Political Influences; *Psychological Characteristics; Rhetoric; *Rhetorical Criticism
IDENTIFIERS- *Blue Book of the John Birch Society; *John Birch Society; Welch (Robert)

Conventional wisdom holds that the right-wing John Birch Society disintegrated during the late 1960s. An examination of the society's periodical readership indicates that it has, instead, expanded. Moreover, this expansion occurred during a period of ideological dissonance for the organization, a fact that undermines confidence in the explanation for Birchist appeal that sees the society as providing a protective, closed belief system for its members. Psychological explanations of the authoritarian character structure does, however, provide an explanation for this trend. An examination of "The Blue Book of the John Birch Society," a transcription of Robert Welch's addresses at the society's founding in 1958, reveals that the society epitomizes the three characteristics of classical authoritarianism--a view of the world as jungle, a tendency toward hierarchy, and a sadomasochistic tendency. Consequently, Birch doctrine functions psychologically for the authoritarian types most desirable for organization purposes while alienating potentially troublesome democratic characters. In this way, the society accomplishes its recruitment, consolidation, and confrontation with one rhetorical approach. (Author/JL)

ED 227 550 EA 015 471

Brubaker, C. William
School Design--State of the Art.
American Inst. of Architects, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Non-Print Media (100)
DESCRIPTIONS- *Architectural Character; Building Conversion; Building Innovation; *Educational Facilities Design; Elementary Secondary Education; Energy Conservation; Flexible Facilities; Postsecondary Education; *School Buildings; State of the Art Reviews; Structural Elements (Construction)

Text and small black and white photographs reproduced in this booklet outline a slide presentation of the significant design directions that influence the character of school facilities. The locations and names of the schools and the architectural firms accompany the pictures. Energy conservation factors are illustrated by schools of passive or active solar design, by earth sheltered designs, and by heat exchangers and sky lighting. The arrangements of buildings include campus and house plan schools, educational parks, and compact schools that have flexible space. Interior space design directions can be found in student streets, malls, commons, and atriums. "High tech" schools, constructed with contemporary industrial materials, create a new environment. Attention is also given to schools of a specialized nature such as magnet, community, career education, and special schools. Structural features are highlighted by earthquake code replacements and innovations such as air structures. Additions and renovations have recycled buildings for educational use, and also the reverse: surplus school space has been converted to serve new purposes. The location of schools is also featured by urban schools, environmental concerns, and regional characteristics. Finally, some new buildings are designed for possible future uses other than education. (MLF)

ED 227 565 EA 015 487

Student Learning Styles and Brain Behavior: Programs, Instrumentation, Research.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-142-0
PUB DATE- 82
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($10.00 plus $2.00 shipping and handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Cerebral Dominance; *Cognitive Measurement; *Cognitive Style; Cognitive Tests; *Educational Research; Elementary Secondary Education; Higher Education; Learning Modalities; Primary Education; *Program Descriptions; *Teaching Methods
IDENTIFIERS- *Brain Research; Cognitive Mapping

Cosponsored by St. John's University (New York) and the Learning Styles Network of the National Association of Secondary School Principals (NASSP), the conference was designed to bring together leading figures in the fields of student learning styles and brain behavior research. Thirty-two papers from the conference are collected in this volume, divided into four sections. Part 1 presents eight papers reporting on attempts to implement learning styles analysis and diagnostic-prescriptive education in schools and classrooms. Among the topics covered are cognitive style mapping, tactual learners, and foreign language learning. Part 2 comprises 16 papers on student learning style assessment models, or instrumentation, and related research. Included are discussions of the group embedded figures test, cognitive profiles, learning style scales, personality structures, reading styles, and learning styles at kindergarten and university as well as secondary school levels. The seven papers in part 3 explore developments in brain behavior research and applications, including the whole brain, the left hemisphere, and nonverbal learning styles. The single article in part 4 suggests some next steps. Three appendices provide the NASSP student learning styles model, an annotated bibliography of selected learning styles instrumentation, and information about the NASSP Learning Styles Network. (Author/RW)

ED 227 581 EA 015 504

Organization of the Middle Grades: A Summary of Research. ERS Research Brief.
Educational Research Service, Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 217-00032; $22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adolescent Development; Adolescents; Educational Change; Educational Research; Educational Theories; *Instructional Program Divisions; *Junior High Schools; *Middle Schools; *Organizational Effectiveness; Population Trends; Preadolescents; School Organization; Secondary School Students

Both the junior high school and the middle school were established specifically to meet the unique physical and intellectual needs of preadolescents and early adolescents. The ability of these types of schools to accomplish that goal, as measured by the research, is the basic subject of this report. Each of the report's five parts begins with an overview of the contents of the section and concludes with a summary of the major research studies discussed in the section. The first part considers theories related to grade organization, portrays the variety of organizations tried, and ponders the implications of population projections for grade organization flexibility. Part 2 treats the appropriateness of different grade organizations given the physical, emotional, and mental development of children entering adolescence. The third and fourth parts trace the evolution of the junior high school and the middle school, respectively, into their present forms. The final part details the research comparing junior high and middle schools in terms of their effects on students, teachers, administrators, and educational quality. (PGD)

ED 227 596 EA 015 521

Moore, Colleen A.
Personal Commitment: A Prerequisite for Women Aspiring to Educational Administration.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Qualifications; *Career Choice; *Educational Administration; Elementary Secondary Education; *Employed Women; *Equal Opportunities (Jobs); Internship Programs; *Management Development; Midlife Transitions; *Persistence; Personality Traits; Sex Bias; Sex Role; Sex Stereotypes; Socialization; Women Faculty; Work Attitudes

The decline in the number and status of women in educational administration and the magnitude of their lack of representation in administrative positions is evidenced by numerous studies. To achieve the goal of identifying the components of the problem, solutions suggested by the research, and implications for women who aspire to administrative positions in education, the research analyzed in this paper is divided into five sections. The historical facts and figures delineating the trend are presented first. Second, the myths and the realities relating to women in educational administration are examined. Third, the attributed causes of the problem--socialization and sex-role stereotyping, educational background and type of preparation, and discrimination--are discussed. Fourth, some means by which women are being advanced into and within the educational hierarchy are outlined. Finally, conclusions drawn from an analysis of the research are made. Among these are that personal commitment is the greatest challenge to women aspiring to educational administrative careers. To achieve management success women must overcome both internal and external barriers produced by sex-role stereotyping. (MLF)

ED 227 612 EC 151 053

Meyers, C. Edward
Family Variables in the Adjustment of Retarded Children and Youth.
California Univ., Los Angeles. School of Medicine.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Aug 82
GRANT- NICHD-HD-04612; NICHD-HD-05540
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Classification; Elementary Secondary Education; *Family Environment; *Mental Retardation; Mild Mental Retardation; Moderate Mental Retardation; *Psychological Characteristics

The study investigated the psychological home environments of 150 trainable mentally retarded (TMR) students and 250 slow learners (largely educable mentally retarded--EMR--and some educationally handicapped--EH). Data were gathered at annual intervals by home interview and school visits. The home interview included structured questions and observations, along with completion of the MOOS Family Environment Scale, and Caldwell HOME Inventory, and the Henderson HELPS. Some first-year scores from these and from interviewer ratings were capable of significantly adding to prediction of student gain in adaptation and adjustment in the second and third years. The basic psychological descriptors of the families were also employed for cluster analyses, yielding a taxonomy of five types of TMR families and seven EMR-EH families. These were validated by ethnographic and other case information and with other data, and were stable over 2 years of the study. (Author/PB)

CE

ED 227 206 CE 032 560

Nunez, Ann R.; Russell, Jill Frymier

As Others See Vocational Education. Book 1: A Survey of the National Association of Manufacturers. Research and Development Series No. 225A.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 82

CONTRACT- 300-78-0032

AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.75).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Cooperative Programs; Coordination; *Educational Attitudes; *Educational Improvement; Educational Research; Efficiency; *Employer Attitudes; *Manufacturing Industry; National Surveys; Postsecondary Education; School Business Relationship; Secondary Education; *Vocational Education

IDENTIFIERS- National Association of Manufacturers

A survey of manufacturers was conducted to assess views of National Association of Manufacturers members about vocational education, including its effectiveness, collaborative activities with vocational education, and manufacturers' suggestions for improvement. Findings based on the 775 returned surveys were that the most frequent grade awarded to secondary vocational education was a "C"; "B" was the most frequent grade for postsecondary vocational education. Over 50 percent of the respondents indicated their company benefited from vocational education. Most manufacturers (85 percent) preferred hiring vocational graduates for a job requiring less than a four-year college degree. Manufacturers' willingness to engage in cooperative activities was generally high. Work experience was most preferred as a form of collaboration; on-site use of company equipment was least preferred. Problems in collaboration included inadequate planning, inflexible scheduling, and poor quality training. Three-fourths of the respondents preferred both employability and job skills training at the high school level. To improve vocational education, manufacturers recommended teaching basic skills and initiating more postsecondary work experience. Suggestions for change included providing more postsecondary course offerings, increasing employer involvement in vocational education evaluation, and improving entry-skills training. Manufacturers disagreed with public funding for job placement programs and for vocational programs for nontraditional occupations. (The survey is appended. Conclusions appear in an executive summary.) (YLB)

ED 227 223 CE 034 425

Tischler, Helene
Mastering the Vocabulary of Accounting.
San Jose City Coll., Calif.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Abbreviations; *Accounting; *Banking Vocabulary; *Business Education; Context Clues; Dictionaries; Glossaries; Indexes; Learning Modules; *Mathematical Vocabulary; Postsecondary Education; Suffixes; *Vocabulary Development; Vocabulary Skills; Vocational Education
IDENTIFIERS- Prefixes; Root Words

Developed for use by students in an introductory accounting course, these learning modules deal with mastering the vocabulary of accounting. Focus of the modules is on vocabulary appearing in the first six chapters of the text, "Accounting Principles" by Niswonger and Fess. Covered in the individual modules are the following topics: discovering exact meanings by using glossaries, dictionaries, and indexes; recognizing and defining prefixes, roots, and suffixes that are common in accounting/business terminology; special areas of word study for accounting, including words indicating time order, sequence and common acronyms and abbreviations; and strategies for remembering technical and non-technical vocabulary encountered in reading assignments. Each module contains an introductory text, strategies for accomplishing the task addressed in the module, practice exercises, an answer key, and follow-up exercises. (MN)

ED 227 237 CE 034 945

Flynn, Marilyn L.; DiBello, Louis V.

Evaluating an Automated Career Information Development System: Research Results and Techniques for System Assessment.

PUB DATE- Dec 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Adult Education; Career Counseling; *Career Education; Career Exploration; *Career Planning; *Computer Oriented Programs; Educational Research; *Information Systems; Occupational Information; Postsecondary Education; Program Evaluation; *Research Methodology; Two Year Colleges; *User Satisfaction (Information); Use Studies; Vocational Interests

IDENTIFIERS- *Career Information Development System; Illinois; PLATO

The purpose of this paper is to summarize an evaluation of the PLATO career information development system (CIDS) at two sites in Illinois: Truman College, Chicago, and the Champaign Comprehensive Employment and Training Act Consortium. Data were obtained between March 31 and June 28, 1982 from 229 users in regard to six questions/issues that were identified as central to any CIDS evaluation: (1) length of time required by students for system use; (2) implications of an automated system for the role of counselors and teachers; (3) cost feasibility; (4) benefits to students, counselors, faculty, and institutions as a whole; (5) patterns of response in system use and problems of special groups, disadvantaged students, and older users; and (6) factors most likely to affect system use. Following the discussion of the evaluation and the narrative account of findings, evaluation techniques used to study each of the issues are described, together with advantages and disadvantages of each and alternative approaches that could be utilized. Appendixes include screen copies of the on-line user log, an interview form and questionnaire used in the evaluation, and a description of PLATO CIDS. (YLB)

ED 227 267 CE 035 292

Anderson, Edna Page; And Others

Projecting a Picture of Home Economics. Public Relations in Secondary Programs.

Home Economics Education Association, Washington, D.C.

PUB DATE- 82
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036 (Stock No. A261-08454, $4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advisory Committees; Educational Needs; Guidelines; *Home Economics; Parent Role; *Program Development; *Program Implementation; Publicity; *Public Relations; Public Support; *School Community Relationship; Secondary Education; Teacher Role

This guide is intended to give concrete suggestions to home economics teachers on preparing and carrying out a public relations program. Stressing that public relations should not and cannot wait for a spectacular event to attract public attention, the booklet gives a variety of strategies to portray to different audiences what home economics really is. Going beyond tips for writing a news release, the publication promotes defining what should be sold in home economics--what home economics is; how it works; what it can do for its users; and, what its important features are. This task must be completed before attempting to sell home economics in the school, the community, and to state and national policymakers. The guide is divided into four sections. Section 1 presents concrete suggestions for assessing one's program as a basis for developing a public relations strategy. The next section provides multiple ideas for projecting that picture in a school setting and in the community. The roles of students, teachers, advisory council members, and parents are outlined in section 3 along with suggestions for influencing public policy. The final section provides some additional public relations aids and references. (KC)

ED 227 281 CE 035 314

Industrial Arts Curriculum Guide for Grades 6, 7, and 8. Bulletin No. 1682.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communications; Construction (Process); *Course Content; Course Descriptions; Course Objectives; Craft Workers; Curriculum Development; Distributive Education; Educational Resources; *Industrial Arts; Junior High Schools; Learning Activities; Manufacturing; Middle Schools; State Curriculum Guides; Transportation; Units of Study; Vocational Education
IDENTIFIERS- Louisiana

This publication, a guide for the improvement of instruction in industrial arts education for the state of Louisiana, is intended to help local administrators, teacher educators, and industrial arts teachers to determine the extent to which their programs are meeting the needs of the state's youth. The guide contains course information for five subject areas: manufacturing, construction, communication, transportation, and craftwork. For each subject area, a course outline, unit teaching guide, and unit inventories are provided. Course outlines consist of information on grade levels, prerequisites, course goals, and topics to be taught. Unit guides contain objectives, topics in outline form, student activities, teacher activities, and suggested resources. (KC)

ED 227 298 CE 035 331

Rice, Eric; Spetz, Sally H.
Directing Learning Activities for Instruction. Instructor Training Module #6.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Classroom Environment; Classroom Techniques; Inservice Teacher Education; *Learning Activities; Motivation Techniques; Postsecondary Education; *Reinforcement; *Sequential Learning; *Student Motivation; Student Teacher Relationship

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with directing learning activities for instruction. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are establishing a positive learning atmosphere of interest, enthusiasm, respect, and positive interaction; motivating apprentices to learn; reinforcing learning and attitudes; ordering lessons and activities so that each builds on previous lessons; and organizing a class for smooth transitions across time, materials, content, and activities. Appended to the booklet are answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 326 CE 035 405

DeLone, Richard H.
The Potential State Role in Youth Employment. Working Paper #3. The State Youth Initiatives Project.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Employment Programs; *Job Training; Policy Formation; Program Development; *Program Improvement; State Action; *State Programs; Statewide Planning; Young Adults; *Youth Employment; Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982

The millions of disadvantaged youth, especially minority group youths, face a bewildering mix of job training and employment programs. Because of bureaucratic regulations and funding complications, most of these programs are not effective for the majority of youths who need them. To be effective, youth employment and training programs should satisfy the following criteria: (1) a mix of proven programs sufficient to the diverse needs of diverse individuals should match youth to programs; (2) a process should target services effectively to at-risk youth; (3) a mix of school, government, and private sector training should be well coordinated; (4) a built-in mechanism for assessment and reformulation of plans should meet youth needs; (5) a means for pulling in the full range of youth services, including welfare and the juvenile justice system, should be developed. State government is the ideal agent to carry out programs to serve the employment and training needs of disadvantaged youth because that level of government controls most of the funds that are used in the programs and has the best chance of meeting these training criteria. The Job Training Partnership Act passed by Congress in 1982 offers a stimulus for states to adopt policies, assert leadership, and work in partnership with localities to better apply current knowledge to create such programs. (Two sample state program strategies are offered as suggestions.) (KC)

ED 227 368 CE 035 502

Fraser, Jeannette L.; And Others
The Training and Experience of State Staff in Vocational Education: Implications for the Implementation of Federal Policies.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Education; *Administrator Qualifications; Disabilities; Disadvantaged; Economic Development; *Educational Attainment; *Educational Policy; English (Second Language); Federal Regulation; *Federal State Relationship; Government Role; Policy Formation; Postsecondary Education; Secondary Education; Sex Fairness; State Agencies; *State Officials; State Programs; Teacher Education; Vocational Directors; *Vocational Education

Secondary analysis of self-reported data from 1,819 questionnaires completed by state vocational education staff in 47 states was used to examine the training and experience of current state vocational education staff in five federal policy priority areas: sex equity, disadvantaged persons, handicapped persons, limited English-speaking student populations, and economic development. Seven concepts were used to identity patterns of staff training and hiring practices in the data. Some of the results are as follows: (1) persons responsible for sex equity, disadvantaged persons, and handicapped persons reported a high level of training and experience and were employed mainly at the management level in state agencies; (2) 76 percent of sex equity personnel were hired in the last 4 years; (3) higher percentages of blacks and other minority groups on the state staffs had training and experience in the five priority areas; and (4) successful states had a higher level of effort in vocational education than less successful states, although states that were successful in economic development showed lower efforts in vocational education. The study concluded that the state staffs had high levels of training and experience sufficient to carry out federal policy initiatives, and it raised questions about the proper role of the federal government in directing how states should respond. (KC)

ED 227 382 CG 016 510

White House Conference on Aging (Washington, D.C., November 30-December 3, 1981). Final Report. Volume 2: Process Proceedings.

White House Conference on Aging, Washington, D.C.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTIONS- Aging (Individuals); Committees; Conferences; *Economic Climate; *Federal Legislation; Gerontology; *Government Role; History; Human Services; *Older Adults; Quality of Life; Retirement
IDENTIFIERS- *White House Conference on Aging

This second volume of the final report of the 1981 White House Conference on Aging presents a historical overview of the Conference, tracing its history from its inception as a joint resolution in Congress in 1979 through the nationwide preparatory activities, to its culmination with the gathering of delegates and observers in late November of 1981. Previous conferences are outlined and the economic climate at the time of the 1981 Conference is described. Enabling legislation and early preparations for the conference are reviewed, and the conference process is described in detail. The texts of welcoming speeches and keynote addresses to the Conference delegates are also presented. Reports of the 14 Conference committees are summarized. The appendices present the text of the 1981 White House Conference on Aging Act and provide lists of the National Advisory Committee, the state White House Conference on Aging coordinators, state White House Conferences on Aging, the technical committees, the mini-conferences, delegates, observers, international observers, official rules of procedure, Conference committee leadership, and the 1981 White House Conference on Aging staff. (JAC)

ED 227 398 CG 016 530

Berman, Marcie; Katkovksy, Walter
The Effect of Group Density on Paranoid Behavior.
PUB DATE- May 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; College Students; Decision Making; Disclosure; *Group Dynamics; Higher Education; *Paranoid Behavior; *Peer Evaluation; Problem Solving; Social Environment
IDENTIFIERS- *Group Density

Group density (the extent of anticipated or actual interaction between group members independent of the subject) may be a situational antecedent of paranoid behavior. Members of a high density group can discuss others in their absence, and the potential for criticism and restricted privacy is greater than in a low density group where fewer communication channels exist. To test the prediction that under evaluative circumstances, a high density group would be more likely to promote paranoid behavior than a low density group, male subjects were tested in 6 groups of 10 in high or low density conditions. Subjects were told that evaluations of each person's self-disclosures would be used to exclude two subjects from a group problem. High density subjects expected other group members to discuss and evaluate them in their absence, while low density subjects expected to be present for all discussions between group members. Prior to the expected evaluations, measures associated with paranoid behavior (defensiveness, anxiety, self-disclosure, and projection) were administered. The results indicated a significant overall effect for density. High density subjects scored higher in anxiety, projection, and guardedness concerning self-disclosure than low density subjects. Differences in defensiveness were nonsignificant. (Author/PAS)

ED 227 414 CG 016 547

Zuckerman, Diana M.
Self-Perceived Abilities, Values, and Stresses of Future Female Psychologists.
Radcliffe Coll., Cambridge, Mass.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aspiration; Altruism; *Career Choice; College Seniors; Comparative Testing; Doctoral Degrees; *Females; Higher Education; Individual Differences; Occupational Aspiration; *Psychology; *Self Concept; *Stress Variables; Student Motivation

Many research studies have used samples of women in introductory psychology courses, but few studies have focused on women interested in careers in psychology. To compare women who aspire to careers in psychology with those aspiring to other professions, 428 women in their senior year at seven colleges completed questionnaires assessing career goals and values, family background, self-esteem, self-concept, and stress variables. Women aspiring to careers and doctoral degrees in psychology were compared to those aspiring to other professional careers as well as to undecided students. The number of women planning on a doctoral degree in psychology was quite small. While they did not differ greatly from other students in demographic and family background, these women tended to be more altruistic and reported greater stress in intimate relationships. Future psychologists consistently emphasized interpersonal relationships in their values, self-concepts, and worries. While the implications of these findings must be interpreted cautiously due to the small sample of future psychologists, the results suggest directions for future research on the values and process of vocational choice for women. (Author/JAC)

ED 227 430 CG 016 563

Larsen, Judith K.

Information Utilization and Non-Utilization and Executive Summary.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- AIR-64200-72300-79100-84300-FR
PUB DATE- Aug 82
GRANT- NIMH-MH-25121
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Consultants; Consultation Programs; Cost Effectiveness; *Information Needs; *Information Utilization; Mental Health Clinics; *Mental Health Programs; *Organizational Change; Problem Solving; *Program Development; *Program Implementation; Time

Community mental health centers have been faced with mandates to introduce new programs or improve old ones often without the necessary information or expertise to implement such changes. Community mental health centers (N=39) were studied to identify the nature and extent of information use and factors related to information use. Experts visited local community centers, conducted sessions with staff and provided both general and research based information in the area of proposed program change. Trained observers recorded each idea suggested by the experts and provided copies to the consultant staff. Followup interviews with staff at four- and eight-month periods were used to determine the nature and extent of utilization. Approximately 75% of the suggestions provided to local organizations were used in the process of implementation. Information that was rejected tended to be relatively difficult to implement. Utilization in which information was adapted was the most time consuming and involved only six percent of the ideas suggested. The findings suggest that information utilization takes time, especially implementation of more complex information or adaptation of ideas. Research studies which fail to take into account the time required for utilization to occur may not provide accurate data on the extent of utilization. (MCF)

ED 227 445 CS 007 021

Blasingame, Virginia G.
The Basic "How To's" for Validating a Study Skills Inventory.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; *Nontraditional Students; *Reading Research; *Reading Skills; Reading Tests; Student Reaction; Study Habits; *Study Skills; *Test Validity
IDENTIFIERS- College Reading and Study Skills Inventory

To find out what study skills were used by successful students at an urban commuter school whose primary degree program is business, the College Reading and Study Skills (CRSS) inventory was validated on 150 students. First the CRSS inventory was evaluated and revised slightly. The language of the statements was made positive and jargon free. The 48 statements were adapted to a five-point frequency-of-use scale ranging from "almost always" to "don't know." One open-ended question was included for respondents to reveal study skills not listed on the inventory. Subjects were selected according to the following criteria: 3.3 or better grade point average at the end of the fall term, enrollment in the spring term, completion of at least 60 credit hours, and bachelor's degree candidacy in the College of Business and Public Administration. Results of the validation project indicated that while the group did read textbooks adequately, they considered their thorough and organized class notetaking and follow-up study to be even more significant. Self-control was noted as crucial to their success because it enabled them to manage time, maintain interest in courses, keep up to date, and plan ahead for exams and special projects. These students also indicated that they could select and learn what was important in a course. Besides those skills related to day-to-day course work, the group also professed confidence in their library research and writing skills. Finally, the group proved to be readers. In spite of their schedules, most regularly read newspapers, magazines, and books. (HOD)

ED 227 460 CS 007 038

Gaus, Paula J.
Study Skills Throughout the Curriculum: Steps to Success.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Reading; Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; *Program Implementation; *Reading Teachers; *Study Skills; *Teacher Administrator Relationship; Teacher Role

Study skills instruction is notably absent from the content area classrooms that are their natural home. This situation can change if reading teachers work to implement eight steps to a successful study skills program: (1) listen to teachers and students who know best which study skills should be emphasized; (2) respond by arranging inservice workshops for content area teachers emphasizing ways to teach students the necessary study skills; (3) provide practical tools for solving specific content area study skills problems; (4) lighten the load, reminding teachers that study skills instruction now will make learning and teaching easier the rest of the year and in the future; (5) elicit cooperation by encouraging teachers to incorporate study skills objectives into their written curriculum goals, rather than stringently assigning them; (6) encompass the entire school in the program and make available reference works, consultants, and a conspicuous commitment to inservice education; (7) share successes and failures; and (8) experiment with new instructional techniques until the program develops and improves. (HTH)

ED 227 475 CS 207 165

Serafini, M. Teresa
Methodology for Planning Curricula in Teaching Writing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Curriculum Development; *Descriptive Writing; *Expository Writing; *Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- Discourse Modes

There are two major categories of writing, expository and creative. Expository writing includes descriptive writing (description, report, taking notes, outline, exposition, summary, letter, diary, telegram, and minutes) and argumentative writing (argumentation, essay, and comment). Creative writing includes poem, narration, tale, slogan, decalogue, proverb, epitaph, joke, funny story, gag, and dialogue. There are three major categories of skills required in writing: base skills, argumentative skills, and creative skills. Base skills include expressing oneself, sequentializing, synthesizing, explaining and defining, gathering documentary evidence, and comparing and classifying. Argumentative skills include determining cause and effect relationships, defending each thesis or statement, and selecting specific text structures. Creative skills include inventing, using indirect language, and making associations. A curriculum in teaching writing should include several writing modes, particularly the major ones since they develop the fundamental writing skills, and should introduce the modes in progressive order according to their complexity. (A graph showing the complex relationships between the writing modes and skills required for them is included.) (JL)

ED 227 490 CS 207 392

DeLuca, Diana Macintyre
Providing a Background for British Literature.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audiovisual Aids; Cultural Awareness; Elementary Secondary Education; English Instruction; *English Literature; Foreign Countries; *Literature Appreciation; *Museums; *Resource Materials
IDENTIFIERS- *Great Britain

One consequence of teaching British literature far away from British shores is the loss of intimacy that comes from a shared culture. American teachers can help bring Britain into their classrooms by requesting audiovisual aids from the various museums and galleries in Britain that are willing to supply material. Among such sources are (1) Walton Films (specializing in districts and cities in the British Isles); (2) Pictorial Colour Slides (archeological and historical subjects); (3) the Imperial War Museum (Britain's wars since 1914); (4) The Museum of London; (5) The National Portrait Gallery; (6) The Museum of Costume (late Elizabethan era to the present); (7) The Shakespeare Birthplace Trust; (8) The Royal Shakespeare Theatre Gallery; (9) Jane Austen's House; (10) The Samuel Johnson Birthplace Museum; (11) Burns Cottage; (12) The Keats House; (13) The Bronte Parsonage; (14) The Dickens House Museum (London); and (15) The Dickens House Museum (Kent). Materials offered by these sources include slide sets, postcards, posters, cut-out models, publications, specific items, catalogs, cassettes, and brochures. (The paper also provides a description of each museum, a listing of materials available, and prices for some items.) (HOD)

ED 227 505 CS 207 409

Waltman, John L.

Grammar Competency and Business Communications.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business Communication; Competence; Content Area Writing; *Grammar; Higher Education; *Knowledge Level; Language Skills; *Predictive Validity; Skill Development; *Technical Writing; *Writing Research; Writing Skills

A study sought to determine the relationship between grammar competency and success in a business communication course. Students completed a written English competency test consisting of 25 sentences, each with one of eight kinds of errors, including comma splice and incorrect pronoun reference. Students were then asked to choose the one appropriate correction from among four choices. Data, which consisted of the test scores and the students' written report and course grades, were collected from 236 students in 25 different sections of a basic business communications course taught at a large state university. Completion of the entire freshman English sequence was a prerequisite for the course. The study found (1) a significant, but relatively low correlation between written report grades and scores on the usage test; (2) a moderate correlation between final course grade and grammatical competency; (3) a slight relationship between students' reactions to past writing classes and their scores on the test; and (4) a significant relationship between competency scores and the likelihood of a student completing the course. The results indicate that student grades for formal reports and for the course could be raised by improving their grammatical competency, and that negative student attitudes toward grammar instruction can be overcome. The grammar test used in the study proved to be a good predictor of success. (HTH)

ED 227 536 CS 504 148

Todd-Mancillas, William R.
Evaluating Alternatives to Exclusive "He."
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Communication Research; Higher Education; *Language Usage; *Pronouns; *Reading Comprehension; *Reading Research; *Sex Bias; Sex Differences; *Sex Fairness

A study was conducted to determine the effects on reading comprehension of the use of the exclusive pronoun "he" and more or less contrived alternatives. Subjects, 358 students enrolled in an introduction to human communication at a large northeastern university, read three different forms of the same essay. One essay form exclusively used "he," the second used "less contrived" pronouns (s/he, him/her, his/her), and the third used "more contrived" pronouns (ter, tem, tey). Following the reading, students responded to 10 multiple choice questions measuring actual comprehension and 8 additional questions measuring comprehension, dynamism, and worthwhileness of material. Results showed that the more contrived the pronoun form, the more likely it was that college-age students would perceive it as difficult to comprehend. Actual comprehension scores were significantly higher in the exclusive "he" than in the "more contrived" condition, but actual comprehension scores did not differ significantly between the exclusive "he" and the "less contrived" condition. "More contrived" pronoun forms posed more serious comprehension problems for men than for women, but men found the "less contrived" forms easier to comprehend than the women did. (JL)

ED 227 551 EA 015 472

Brown, Peter J. B.; Ferguson, Stephen S.
Schools and Population Change in Liverpool.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cost Effectiveness; Costs; *Declining Enrollment; Elementary Secondary Education; Foreign Countries; Parochial Schools; *Population Trends; *School Closing; School Support
IDENTIFIERS- *England (Liverpool)

Although Liverpool (England) has experienced a declining school population since 1961, it has not experienced declining educational costs. This is partly because reorganization of grade divisions, school construction as part of unemployment relief, and expansion of prenursery schools all created additional schools. Also, many problems are associated with the attempt to save money by closing schools. First, it is difficult to determine whether a school is under capacity because definitions of minimum capacity are subjective. There was also a previous lack of political will to close schools with shrinking populations because of support for reduced class size and pupil/teacher ratios. A consequence of a lack of school closure policy was an increase in costs for items like heating, lighting, and maintenance. Furthermore, local authorities are limited in their ability to shed staff both by legislation regulating redundancy agreements and by teacher contracts. In addition, educational planning problems in Liverpool are intensified by the size of the voluntary school sector, which receives significant financial support from the local education authority. Fear of political repercussions makes termination of support for such schools improbable. Proposals for the closure of county schools have been politically controversial. Small-area population projections may play a useful diagnostic role in the identification of schools for closure. (JM)

ED 227 582 EA 015 505

Felder, B. Dell
Improving the Principal's Performance as an Instructional Leader.
PUB DATE- 1 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; Conferences; Elementary Secondary Education; *Leadership Responsibility; Leadership Styles; Principals; *School Supervision; Supervisory Methods; *Teacher Administrator Relationship; Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Instructional Leadership

This paper identifies the factors that can make a building principal an effective instructional leader, as seen from the superintendent's perspective. According to the author, the effective instructional leader helps those in the educational community define instructional goals and objectives, works to develop effectiveness in teaching, builds a productive educational organization, creates a climate for teacher growth and leadership, and provides adequate resources for teaching. The most important aspect of the principal's leadership role is teacher supervision, which may conflict with his or her role as a teacher evaluator. The author urges collaboration with teachers to develop a three-phase instructional improvement cycle to guarantee the feedback both parties need for supervision and evaluation to be compatible. Evaluation conferences must then be planned and conducted carefully to maintain the trust that has been established. The author concludes his discussion of the principal's role by listing a number of personnel management concepts he believes instructional leaders should understand. (PGD)

ED 227 597 EA 015 522

Brekke, Norman R.
Cost Analysis of Year Round Education in the Oxnard School District.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attendance; Comparative Analysis; *Cost Effectiveness; Elementary Education; Expenditure Per Student; Expenditures; Teacher Attendance; Vandalism; *Year Round Schools
IDENTIFIERS- Oxnard School District CA

Compared here is the cost of year-round education (YRE) with that of traditional education in the Oxnard (California) School District in 1981-82. Three approaches were used. The first computes the YRE program costs during the summer when the traditional school is not in session, revealing that an 850-student YRE school incurs $39,299 in costs during this period. The second approach computes the per student expense for students in each program, revealing that the cost for educating pupils in the YRE school was $80 less per pupil than that in the traditional schools. The final approach computes the costs of new school facilities and operating expenses required to serve the 536 extra students now accommodated in the YRE program, revealing that the YRE program allowed the district to operate with one less building, producing a savings of $160,027. Other beneficial cost factors inherent in YRE schools are noted, including reductions in teacher and student absences and school vandalism. The paper closes by warning that a system with adequate classroom space would not experience the same savings as has Oxnard, a rapidly growing district. (JM)

ED 227 613 EC 151 054

Mott, Donald W.; And Others
Emotional Needs of People with Mental Retardation and Services to Meet Those Needs: A Humanistic Approach.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTIONS- *Emotional Disturbances; *Emotional Problems; *Mental Retardation; *Prevention; Program Descriptions; *Psychological Needs

The document contains two articles based on papers presented at the Annual Meeting of the American Association on Mental Deficiency (Detroit, 1981). The first paper by D. Mott, et al. is titled "Emotional Needs of People with Mental Retardation--A Preliminary Review." Based on discussions held by staff at the Western Carolina Center (Morganton), the authors consider the following hypotheses: the mentally retarded have the same basic emotional needs as nonretarded; the mentally retarded need to develop self-acceptance; the mentally retarded need to have successful life experiences; and the mentally retarded need a positive, rewarding, stimulating, and secure environment. Treatment implications of these hypotheses are discussed. A second article, "Innovative Mental Health Programs for People with Mental Retardation" by H. Benson, Jr. and J. Gilday, describes four innovative programs for retarded/disturbed individuals. The programs mentioned are the John Merck Program (Pennsylvania), Stone House (North Carolina), Rock Creek Foundation (Washington, D.C.), and Harlem Valley Psychiatric Center (New York). The rationale behind preventive measures is examined. (SW)

Kentucky Future Homemakers of America STAR Events Guidelines.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Consumer Education; Employment Interviews; Guidelines; *Home Economics Education; Home Economics Skills; Homemaking Skills; Job Application; *Occupational Home Economics; Program Development; Program Guides; *Program Implementation; Standards; *State Programs; *Student Organizations
IDENTIFIERS- Contests; *Future Homemakers of America; *Kentucky

This guide outlines the procedures for organizing and implementing STAR Event competitions held for members of the Kentucky Future Homemakers of America. (An acronym for the phrase "students taking action with recognition," the term STAR event refers to regional contests dealing with the skills taught in vocational home economics programs.) Covered in the individual sections of the guide are the following topics: the overall organization of STAR events, general rules for STAR events, duties of state and regional STAR events coordinators, instructions for specific STAR events chairpersons, general instructions for judges, presentation of awards, and instructions for STAR events participants. Instructions, application forms, and rating sheets are provided for the chapter activities event, the illustrated talk event, and the job application and interview event. Also included are a judge's master decision sheet and a summary of contestants sheet. (MN)

ED 227 312 CE 035 349

Campbell, Paul B.; And Others
Job Satisfaction--Antecedents and Associations.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aspiration; *Education Work Relationship; Employment Level; High Schools; *Job Satisfaction; *Occupational Aspiration; Occupational Clusters; Organizational Climate; *Outcomes of Education; Self Actualization; *Vocational Education

A series of analyses was performed to determine the factors encompassed in the term "job satisfaction" and the effect of high school vocational education courses on job satisfaction. Data were gathered from the National Longitudinal Survey of Labor Market Experience, Youth Cohort, and the high school transcripts of a subsample of this panel. As identified in the data, job satisfaction consists of four relatively independent forms: (1) satisfaction with personal on-the-job development; (2) satisfaction with physical working conditions; (3) satisfaction with job rewards (including pay, job security, and chances for advancement); and (4) satisfaction with human interactions. Separate analyses were conducted with each of these four factors and the study's objectives. Some of the results were that satisfaction with personal on-the-job development was found principally among those working in smaller firms and crafts or in farming and clerical occupations. Satisfaction with working conditions was primarily associated with specific occupations (sales and clerical) and with specific job characteristics (smaller firms and regular work hours.) Satisfaction with job rewards was explained most consistently by occupations, while satisfaction with the human interactions on the job was associated most with the individual's self-esteem and with working in small firms. No resolution was made of the overall question of the influence of vocational education on job satisfaction. Policy implications of the study center on needed support for improved assessment of the effects of vocational education, improved career counseling, increased opportunities for work experience, and support for further research. (KC)

ED 227 340 CE 035 432

Compilation of Selected Federal Legislation Relating to Job Training. Joint Committee Print, 97th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Adult Vocational Education; Apprenticeships; Community Services; Disadvantaged; Employment; *Employment Programs; *Federal Legislation; *Federal Programs; *Job Training; Minority Groups; Older Adults; Postsecondary Education; Secondary Education; Standards; State Programs; *Vocational Education
IDENTIFIERS- Displaced Workers; Employment Service; Food Stamp Act 1977; Internal Revenue Code; Job Training Partnership Act 1982; National Apprenticeship Act 1937; Older Americans Act 1965; Social Security Act; Vocational Education Act 1963; Wagner Peyser Act

Eight pieces of federal legislation relating to job training are provided. These are (1) the Job Training Partnership Act, as amended; (2) the Wagner-Peyser Act, legislation to provide for the establishment of a national employment system, as amended; (3) the National Apprenticeship Act; (4) the Vocational Education Act of 1963, Title I, as amended; (5) the Older Americans Act of 1965, Title V, Community Service Employment for Older Americans, as amended; (6) the Internal Revenue Code of 1954, Sections 40 and 44B, as amended; (7) the Social Security Act, Titles IV and IX, as amended; and (8) the Food Stamp Act of 1977, Section 20, as amended. (YLB)

ED 227 354 CE 035 457

Wheeler, Jeanette D.
Determining Requirements for Vocational Competency Measures. Module 18. Vocational Education Curriculum Specialist.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-79-0735
AVAILABLE FROM- East Central Network, Sangamon State University, E-22, Springfield, IL 62708 ($4.00; complete set--20 modules, instructor's guide, audio cassette, field test report--$45.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; Inservice Education; Job Analysis; *Job Skills; Learning Activities; Learning Modules; *Occupational Information; Postsecondary Education; Secondary Education; Skill Analysis; *Student Evaluation; *Task Analysis; Test Construction; Testing; Test Reviews; Test Selection; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Competency Tests; *Curriculum Specialists

This module, the second of four units about vocational competency measurement, is module 18 in the Vocational Education Curriculum Specialist series. The purpose stated for the document is to help vocational educators determine the specific job-related competencies that need to be tested. Content is organized into two sections, each of which focuses on one goal and two or more objectives. Section 1 describes the necessary steps for systematically determining requirements for vocational competency measures, including involvement of expert advisors, collection of job and task information for a specific occupation, and verification of task importance. Section 2 focuses on listing task priorities on the basis of which existing competency measures will be reviewed or new measures will be developed. Each section concludes with individual study activities, discussion questions, and group activities. Self-check items and possible responses to them are appended for use as a pretest and review of the module content. (YLB)

ED 227 520 CS 504 128

Lulofs, Roxane Salyer
Interpersonal Persuasion I: Formulation and First Test of a Rules-Based Theory.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Research; Communication Skills; *Evaluation Methods; Higher Education; *Interpersonal Competence; *Persuasive Discourse; Research Methodology
IDENTIFIERS- *Rules Based Theory; Theory Development

A great deal of research has been done in the area of "compliance-message" tactics and strategies, but this research has not produced a coherent framework for studying this interpersonal communication process. Based on six axioms concerning the nature of communication behavior in general and on one postulate and five theorems defining the interpersonal persuasion process, such a framework was created and partially tested in a study involving 104 college students. The study investigated whether (1) clusters of tactics constituting strategies could be identified on the basis of the content of the tactics, (2) tactics to resist persuasion could be differentiated from those to persuade on the basis of content, (3) messages identified theoretically as nontactical could be distinguished from tactical statements on the basis of content, and (4) general rules concerning interpersonal persuasion could be discerned from the judgments respondents made concerning tactics. The subjects sorted slips of paper containing statements corresponding to interpersonal persuasion tactics into at least 3 and not more than 11 piles based on the similarity of the content of the statements. Cluster analysis produced nine clusters and three centroids from the responses, all significant. Results indicated that there is a logic underlying the content of interpersonal persuasion tactics that is recognizable by those who use them and that tactics to resist persuasion and those to persuade can be differentiated, as can tactical and nontactical messages. (FL)

ED 227 566 EA 015 488

Regional Education Service Centers. Handbook.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Coordination; *Educational Cooperation; *Education Service Centers; Elementary Secondary Education; *Employees; *Faculty Development; Guidelines; Occupational Information; Regional Programs; Special Education; *State Standards; *Student Evaluation
IDENTIFIERS- Oklahoma

To assist personnel in Oklahoma's 20 regional education service centers (RESCs), this administrative handbook's 7 sections discuss the 5 basic services that RESCs are required by law to provide and list the RESC staff and locations. Section 1 describes the first service, student appraisal, and outlines the service's processes and its three areas of responsibility (screening, and individual evaluation of handicapped or learning-disabled students and of gifted students). Sections 2 and 3 briefly review guidelines for services concerning individual learning plans and educational media. Sections 4 and 5 enumerate RESC responsibilities under state and federal laws for the last two services: staff development and coordination of educational services. The RESC staff descriptions, in section 6, give job definitions, examples of work performed, and qualifications or other requirements for the positions of administrator, psychometrist/prescriptive teacher, and secretary/media librarian and for the services of an occupational and/or physical therapist. Section 7 lists RESC locations and telephone numbers. (RW)

ED 227 224　CE 034 654

Sterret, Grace; Aboud, Antone
The Right to Strike in Public Employment. Key Issues Series--No. 15. Second Edition, Revised.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
REPORT NO.- ISBN-0-87546-096-8
PUB DATE- 82
AVAILABLE FROM- ILR Press, New York State School of Industrial and Labor Relations, Box 1000, Ithaca, NY 14853 ($5.00; quantity discounts available).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; Arbitration; *Collective Bargaining; *Court Litigation; Employer Employee Relationship; *Government Employees; Labor Demands; *Labor Legislation; *Labor Relations; Laws; Local Government; Negotiation Agreements; Negotiation Impasses; State Courts; State Government; *State Legislation; Union Members; Unions
IDENTIFIERS- Canada; United States

Since the 1960s, the number of strikes by public employees, especially local government employees, has increased, and the number of employees belonging to unions or associations has about tripled. Recently, attention has been focused on strikes by public employees as a result of the strike in 1981 by air traffic controllers and their subsequent firing by President Reagan. The authors of this publication analyze the issues in the continuing debate over the right of public employees to strike. They discuss in detail the laws in the eight states that grant limited rights to some categories of their public employees: Montana, Hawaii, Pennsylvania, Alaska, Vermont, Minnesota, Oregon, and Wisconsin. They also review the court actions that have created "de facto" rights in other states and examine the "choice-of-procedures" alternative with which Canada has had the most experience. The report includes a summary of the various provisions for coverage, impasse and strike procedures contained in the statutes of the eight states, and the judicial actions discussed in the report. The bibliography contains references to the literature and complete citations for locating applicable provisions in the statutes. (KC)

ED 227 238 CE 034 998

Denker, Robert; And Others

Farm Business Management Analysis: Analyzing the Farm Business. Unit II. Volume 13, Number 7.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

REPORT NO.- AG-94-I

PUB DATE- Jun 81

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Accounting; *Adult Farmer Education; Adult Vocational Education; Agricultural Education; Agricultural Production; Behavioral Objectives; Course Descriptions; Curriculum Guides; *Farm Accounts; *Farm Management; Farm Visits; Field Crops; Livestock; *Recordkeeping; Tests; *Young Farmer Education

IDENTIFIERS- *Farm Business Management Analysis; Missouri; *Records Management

Intended for use by Missouri vocational agricultural instructors in Farm Business Management Analysis programs for young and adult farmers, this curriculum guide contains 10 lessons in analyzing records. Each lesson is a self-contained instructional package and includes materials for monthly classroom sessions and monthly on-the-farm instructional activities. The major components of each lesson include the review, objective, motivation, key points/study questions, introduction of information, group discussions, conclusions, announcements, social, on-the-farm instruction, and materials needed to teach the lesson. Quizzes are provided at the end of most lessons. Lesson titles are Planning Next Year's Livestock and Cropping Programs and Cash Flow; Maximizing This Year's After-Tax Income; Summarizing the Year's Records; Reviewing Income Tax; Analyzing the Profit/Loss Statement; Analyzing the Financial Statement and Cash Flow; Analyzing Livestock Enterprises; Analyzing Crop Enterprises; Analyzing Machinery, Equipment, and Building Costs; and Utilizing Farm Credit. (YLB)

ED 227 253 CE 035 269

Kimmel, Melvin J.
Senior Leadership: An Annotated Bibliography of the Military and Nonmilitary Literature. Technical Report 532.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Job Training; *Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; *Leadership Training; *Military Training; Postsecondary Education; Staff Development; State of the Art Reviews
IDENTIFIERS- Army

This technical report provides an annotated bibliography of senior leadership literature with an emphasis on necessary skills and functions. It was compiled through a literature search that determined the state of the art of research and theory on senior leadership skills, functions, activities, and other job related characteristics. One hundred thirty-five military and non-military contributions were annotated and organized into three sections: summary literature, empirical literature, and nonempirical literature. Within each section the contents of each reference were classified as to (1) organization type (military, nonmilitary, or military-nonmilitary comparison), (2) target population (senior leaders only or level comparison literature), and (3) subject matter (focus on senior leader competencies--i.e., personal qualities, skills, abilities--and job related variables). (Author/KC)

ED 227 268 CE 035 294

Current Awareness in Health Education. Part 1, 81-0817--81-0990. Part 2, 81-0991--81-1143. September 1982.
Herner and Co., Arlington, Va.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Sep 82
CONTRACT- 200-81-0632
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Allied Health Occupations Education; Citations (References); Daily Living Skills; Health Activities; *Health Education; *Health Materials; Health Programs; *Instructional Materials; Laws; Medical Education; Occupational Safety and Health; Patient Education; Periodicals; *Program Descriptions; *Research Projects; *Resource Materials; School Health Services; Sex Education; Teaching Methods
IDENTIFIERS- Current Awareness in Health Education; Risk Reduction

This document is parts 1 and 2 of the September 1982 edition of this journal, published monthly by the Center for Health Promotion and Education as a dissemination vehicle for the growing body of information about health education. It includes 184 citations and abstracts of current journal articles, monographs, conference proceedings, reports, and program descriptions. These documents are prepared from information that is provided by the programs themselves or found in directories, newsletters, and similar sources published or created since 1977. The abstracts are arranged in chapters according to their major subject areas, which include the following in this issue: community health education; health education in occupational settings; health education methodology; patient education; professional education and training; research and evaluation; risk reduction; school health education; self care; and sex education. Abstracts are indexed by author, subject, and program title. Information on how to use the journal and how to submit articles for citation also is included. (KC)

ED 227 282 CE 035 315

Rice, Eric
The Role of Vocational Education in Apprenticeship.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Advisory Committees; *Apprenticeships; Associate Degrees; Coordination; Curriculum Development; *Educational Planning; *Education Work Relationship; Job Analysis; Job Training; Postsecondary Education; *Program Development; Program Evaluation; *School Role; Services; Student Evaluation; Teacher Certification; Teacher Education; *Vocational Education
IDENTIFIERS- Preapprenticeship Programs

This pamphlet deals with the role of vocational education in apprenticeship. Discussed in the first section are the nature and importance of apprenticeship, apprenticeable occupations, and the parties involved in apprenticeship programs. The bulk of the pamphlet describes various services provided by vocational education to apprenticeship programs, including evaluation and assessment services, associate degree programs, pre-apprenticeship exercises, curriculum development projects, instructor training and certification, related instructional courses, and advisory planning board participation. In the final section, several means for coordinating vocational education and apprenticeship programs are examined. A brief bibliography is appended. (MN)

ED 227 299 CE 035 332

Spetz, Sally H.
Providing for Individual Learner Needs. Instructor Training Module #7.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Individual Differences; *Individualized Education Programs; Individualized Instruction; Individual Needs; Inservice Teacher Education; Instructional Development; Learning Processes; *Needs Assessment; Postsecondary Education; *Student Evaluation; *Student Needs

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with providing for individual learner needs. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-asessment pretest. Covered in the module are determining needs, interests, and abilities of each apprentice; developing individual apprentice-related instructional plans; and using principles of individual differences in the learning process. Each chapter contains an introduction and objectives, instructional text, an example, additional information, and self-test exercises. Appended to the booklet are answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 383 CG 016 511

White House Conference on Aging (Washington, D.C., November 30-December 3, 1981). Final Report. Volume 3: Recommendations, Post-Conference Survey of Delegates.

White House Conference on Aging, Washington, D.C.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTIONS- Aging (Individuals); Attitude Measures; Committees; Gerontology; Government Role; Health Services; Long Range Planning; *Older Adults; *Participant Satisfaction; *Program Effectiveness; Public Policy; Retirement Benefits; Surveys

IDENTIFIERS- *White House Conference on Aging

This third and last volume of the final report of the 1981 White House Conference on Aging presents the results of a post-conference survey of delegates and observers conducted to gain insight about participants' views of Conference recommendations. Part I of the volume presents a detailed description of the methodology of the survey (coding and analysis, and reliability analysis) and both the quantitative and qualitative analyses of the survey results. A detailed analysis is given of the most favored recommendations (i.e., elimination of all restrictions on older workers, expansion of home health care and in-home services, provision of tax credits for families who care for elderly relatives in their homes, organization of services for the elderly using the Older Americans Act network, and medicare reimbursement for preventive care and wellness maintenance) as well as the least favored recommendations, most of which relate to the control of inflation. Part II presents the recommendations from the 14 Conference committees along with a summary of the changes made in committee reports from previous printings. The appendices include the survey instrument and series of tables summarizing survey results by category of respondent. (MCF)

ED 227 399 CG 016 531

Reinharz, Shulamit
The Future of Feminist Psychology.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Meterials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Style; Females; *Feminism; Interpersonal Relationship; Opinion Papers; Professional Recognition; *Psychology; *Research Methodology; *Research Problems; *Sex Bias; Sex Differences; Social Change; State of the Art Reviews

The future status of the field of the psychology of women can be examined by looking at the reasons for the existence of the field. Any field of exploration consists of three components, i.e., a set of scholars, a domain of inquiry, and a methodology. The scholars involved in the psychology of women form a group on the basis of both achieved and ascribed attitudes, and relationships built with one another. The domain of inquiry of the psychology of women is all phenomena relevant to women and girls, and a reevaluation of all other research in the framework of its relation to women and girls. Feminist psychologists are critical of psychological research on the issues of bias (it has been demonstrated that misogynist biases were present in supposedly objective measures or designs); limitation (in the definition of questions and problems); and oppression (much research has served to sustain a sex-stratified society). A field of inquiry reflects not only the social structure but the cognitive style of those who dominate in that social structure. To explore the question of cognitive style differences between men and women, a needed new direction for the psychology of women, requires learning to take risks and be imaginative. A model of research based on a feminine cognitive style represents a new paradigm for research. Encouraging diversity represents the values of the members of this field. By extension it would be valuable not to be limited to one research paradigm. (JAC)

Thompson, Anne E.
Affect and Cognition: An Examination of Zajonc's Views.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Cognitive Processes; Emotional Experience; *Emotional Response; Evaluative Thinking; Position Papers; *Psychological Patterns; Psychological Studies; Social Science Research; State of the Art Reviews
IDENTIFIERS- Zajonc (R B)

In a recent controversial article, "Feeling and Thinking: Preferences Need No Inferences" (1980), R. B. Zajonc argues in support of the independence of affect and cognition. Examination of the structure and assumptions of Zajonc's arguments suggests that they do not support the view that affect is non-cognitive. Zajonc appears to leap from the conclusion that people are able to make affective judgments without being able to make certain prior conscious cognitive judgments, to the conclusion that affects have no cognitive aspects, or only very minimal or "primitive" cognitive aspects. Other ways of conceptualizing the cognitive aspects of affect are possible. Zajonc introduces a new ontological category of features, that of "preferenda," in an attempt to account for the features of the stimulus to which people respond in affective reactions. This suggests that Zajonc has here simply re-invented "intentional objects," and that their introduction is not only unnecessary, but may even confuse certain central questions that we may wish to ask about the relevant stimulus features for affective responses. Zajonc's attempts to distinguish affect from cognition on the basis of its being "involuntary" and "primary in phylogeny," are also subject to criticism. (Author/JAC)

ED 227 431 CG 016 564

Larsen, Judith K.
The Impact of Consultation. Executive Summary.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
REPORT NO.- AIR-64200-72300-79100-84300
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Agents; Change Strategies; *Consultants; *Consultation Programs; Intervention; Mental Health Clinics; *Menta Health Programs; *Organizational Change; Organizational Climate; *Problem Solving; Program Development; Program Improvement

A consultant is often an effective source of assistance for an agency undergoing change. Community mental health centers (N=80) randomly assigned to treatment and control groups were studied to determine the impact of problem-oriented consultation on problem solution, and the characteristics of both consultent and consultee which are critical in effective consultation. The impact of consultation was assessed by comparing staff assessments from both treatment and control groups on the extent of problem solution. Results indicated no differences in groups at 4 months following consultation, but significant increases in problem solution at 8 months followup for the treatment groups. Among the consultant characteristics found to be related to problem solution were consultant's knowledge, clarification of the problem, presentation of multiple alternatives rather than the "best" solution, and support of the organization's efforts. Specific organization characteristics related to effective consultation outcome were a director and staff receptive to consultation. The findings indicate that consultation research has the potential for helping technical assistance consultation produce the greatest possible benefit to mental health agencies. (MCF)

ED 227 461 CS 007 039

Crismore, Avon
The Role of Tone in Processing Prose.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Affective Behavior; Cognitive Processes; Language Styles; Measurement Techniques; *Models; Prior Learning; *Reading Comprehension; *Reading Processes; Reading Research; *Schemata (Cognition)
IDENTIFIERS- *Reader Response; Reader Text Relationship; *Tone (Language)

Working on the assumption that an adequate model of comprehension must also deal with its connotative aspect (the aspect that concerns the feeling, mood, or "tone" of the text), this paper examines the concept of contextual tone. After defining tone according to its various senses and synonymous forms (voice, attitude, style, mood, and atmosphere), the paper discusses the relationship of tone to the paradigms of text structure, texture, and text types. This discussion is followed by a presentation of the categories of tone: sound, author relationship, simple and complex, biological and intellectual, and local and global. Arguing that tone is a necessary factor in a model of comprehension, the next section of the paper discusses the various types of meaning and tone as a symbol of meaning. It then explores levels of awareness and tacit inference, and examines the functions of tone in relation to the text, reader response, and comprehension. Determinants of tone such as adjustment to audience and subject matter, speaker role, point of view, and text type are presented in the next section. This is followed by an examination of the preconditions necessary in readers and texts for apprehending tone. It also discusses the problems and possibilities of measuring tone apprehension. Implications of tone problems for students are then examined, with particular attention to the studies of poor readers, subjectivity and biases, and prior knowledge and developmental problems. The paper concludes with a discussion of issues and implications for education. (HOD)

ED 227 476 CS 207 176

Peale, Lydia
"The Great Gatsby" and the Twenties: The Notion of Structure as a Unifying Device in an Interdisciplinary Unit.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Writing; Cultural Awareness; *History Instruction; Integrated Activities; *Interdisciplinary Approach; *Literature Appreciation; Secondary Education; Thematic Approach; United States History; Units of Study; *Writing Instruction
IDENTIFIERS- *Great Gatsby; *Twentieth Century History

An effective, 3-week unit on the 1920's in America, inspired by a reading of "The Great Gatsby," is designed around the idea of structure in history, government, literature, and writing. It has the following aims for students: (1) to understand the history of the 1920s, (2) to see literature as a creative shaping of the experience of the time, (3) to understand governmental processes of the period, (4) to see that a writer's style is determined by deliberate choices, (5) to experience the process of composition, (6) to read texts for levels of meaning, (7) to react to a work of literature through a visual representation, and (8) to see the notion of structure or order as the unifying motif among the areas studied. To meet these goals, students read texts in history, government, literature, and composition and completed several writing assignments. (A first-day lesson plan and an outline of the entire unit are included.) (JL)

ED 227 506 CS 207 410

White, Edward M.
Comparison and Contrast: The 1975 California State University and Colleges Freshman English Equivalency Examination.
California State Univ. and Colleges, Long Beach.; English Council of the California State Univ. and Colleges.

PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTIONS- College Freshmen; Educational Testing; *Equivalency Tests; *Essay Tests; Higher Education; Objective Tests; Scoring; State Programs; Student Placement; Test Format; Testing Programs; *Test Interpretation; Test Norms; Test Reliability; *Writing Evaluation; *Writing Research
IDENTIFIERS- California

The third administration of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination graded by the Educational Testing Service and an essay examination scored by California State University and College faculty, is analyzed in this report. After a short preface, the first section of the report contains a summary and fact sheet describing the test, its results, and studies being undertaken to examine the results. The next section recounts the actual administration of the test. The section on the examination's two essay questions consists of two subsections, each containing a report from the question leader, the question itself, the directions to graders, and six sample student papers. Section four describes the data processing procedures used to collect, analyze, and disseminate and preserve the data from both parts of the examination. Section five presents a statistical report on the examination scores, while section six presents the results of the first year of a 5-year follow-up study. The report's seven appendixes cover a variety of topics including budgets, use of external media, and issues for faculty in equivalency testing. (JL)

ED 227 537 CS 504 149

Clemons, Frankie; Wall, Larry
The Effect of Color on Communication or "A Course of a Different Color."
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitudes; *Clothing; College Students; *Color; *Communication Research; *Emotional Response; Higher Education; *Interpersonal Attraction; Nonverbal Communication; Physical Characteristics
IDENTIFIERS- *Hair

A study examined the influence of the color of an individual's clothing and hair on the feelings and attitudes of others. Subjects, 246 college students, were shown 20 slides, one at a time, and asked to answer 15 questions for each slide. The slides were of four magazine models, two male, two female, with one blonde and one brunette of each sex. Their pictures were copied and dressed in business suits of the same design cut from construction paper in five different colors: black, blue, brown, tan, and green. Questions assessed attitudes toward the slide pictured and attributes associated with the model. Respondents also speculated as to the model's occupation. Results showed that the color of clothing influenced the "welcomeness" and "comfortableness" the respondents felt toward the models as well as the traits they attributed to them. Hair color affected the comfortableness toward the model but not the welcomeness. It also influenced some perceived attributes but not others. Blue and black were the most attractive colors of clothing. (The question form and tables of results are included.) (JL)

ED 227 583 EA 015 506

Peng, Samuel S.; And Others
Effective High Schools: What Are Their Attributes?
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Academic Education; Curriculum; Discipline Policy; Educational Environment; *High Schools; *Institutional Characteristics; *Predictor Variables; Private Schools; *School Effectiveness; Student Behavior; Student Characteristics
IDENTIFIERS- High School and Beyond (NCES)

The primary purpose of this study was to identify school attributes that are associated with cognitive achievement and other selected student behaviors. The data were drawn from the base year survey of High School and Beyond, a national longitudinal study sponsored by the National Center for Education Statistics. More than 30,000 sophomores and 28,000 seniors in 1,015 high schools across the country were administered questionnaires and tests in spring 1980, and school administrators also completed questionnaires. Data from all these sources were used in the present study. Using schools as the unit of analysis and sophomore data as proxy measures of seniors' entry behaviors, the analysis revealed that the number of science and mathematics courses offered, the percentage of students in academic programs, and the number of discipline rules enforced in school are positively and significantly related to student test scores. This seems to suggest that schools that have orderly environments and offer an adequate academic curriculum produce higher achieving and better behaved students. One noteworthy finding is that private schools are not necessarily better than public schools with respect to cognitive outcomes when other school characteristics and student backgrounds have been taken into account. (Author/PGD)

ED 227 598 EA 015 523

Minority Teachers in an Era of Retrenchment: Early Lessons in an Ongoing Dilemma. A Followup Report.

Massachusetts State Advisory Committee to the U.S. Commission on Civil Rights, Boston.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Affirmative Action; Court Litigation; Educational Discrimination; Elementary Secondary Education; *Minority Group Teachers; Personnel Policy; Retrenchment; Teacher Characteristics; *Teacher Dismissal
IDENTIFIERS- Proposition 2 and One Half (Massachusetts 1980); *Tax Limitations

Reviewed here are the effects on multiracial staffing brought about by the first year of implementing Proposition 2 1/2, the Massachusetts cap on local property and excise taxes. The first chapter looks at the general effects of Proposition 2 1/2 on educational quality and equality. Chapter 2 presents trends and shifts in teacher staff levels statewide, by curriculum and by type of community. Changes in minority representation on faculties before and after Proposition 2 1/2 are reviewed in chapter 3. Chapter 4 recounts policy and legal developments concerning teaching and equal employment opportunity. The educational dimension of the presence of minority teachers in the schools is discussed in the last chapter. The report concludes that in many districts examined, minority faculty do not appear to have been disproportionately laid off, but that the future of multiracial staffing in most districts is perilous. Wholesale layoffs of minorities have not yet occurred because of two developments: legal action to protect minority jobs and creative compromises and solutions undertaken by school authorities. (JM)

ED 227 614 EC 151 055

Collier, Catherine, Ed.; And Others
BUENO-MUSEP Bilingual Special Education Annotated Bibliography. Volume 1.
Colorado Univ., Boulder. BUENO Center for Multicultural Education.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Ancillary School Services; Annotated Bibliographies; *Bilingual Education; Bilingual Education Programs; *Disabilities; Elementary Secondary Education; Legislation; *Limited English Speaking; Parent Participation; *Special Education; Special Programs; Student Evaluation; Student Placement; Teacher Education

The document contains the first of a two-volume annotated bibliography on bilingual special education. Seven major sections cover the following categories: issues in bilingual special education (the need for bilingual special education services, the bilingual/special education interface, legal constraints and other guidelines, placement and retention, and bilingualism and other general concerns); example programs in bilingual special education assessment; parent involvement; teacher training; mainstreaming; and dissemination and bibliographies. Entries usually include author, title, source, publication date, and a brief description. (SW)

ED 227 207 CE 032 561

Nunez, Ann R.; Russell, Jill Frymier
As Others See Vocational Education. Book 2: A Survey of the National Conference of State Legislatures. Research and Development Series No. 225B.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Attitudes; *Educational Finance; *Educational Improvement; Educational Research; Federal Aid; Federal Government; *Government Role; *Legislators; National Surveys; Postsecondary Education; Secondary Education; State Aid; State Federal Aid; State Government; State Officials; *Vocational Education
IDENTIFIERS- National Conference of State Legislatures

A survey of state legislators was conducted to determine their views of what vocational education should be doing and how it could be improved as well as their perceptions about federal and state roles relative to vocational education. Findings were based on 45 percent of the sample of 209 members of the National Conference of State Legislatures who responded. Legislators saw vocational education as doing an "above average" job; the most frequent grade awarded to both secondary and postsecondary vocational education was "B." Vocational education was seen as performing especially well in teaching job skills, increasing awareness of career opportunities and technology, and teaching good working habits. The areas they thought needed greatest emphasis included involving employers in curriculum development and in evaluation of vocational education. The broader goals of economic development in the community and training for nontraditional occupations were in lesser need of emphasis. Most thought the federal government should be involved in vocational education. Slightly more than one-half thought that, if the federal government were to significantly decrease funds for vocational education, the states should attempt to replace the difference. They believed states should have greater flexibility and should be able to set their own priorities in spending federal vocational education monies. (The survey is appended. Conclusions appear in an executive summary.) (YLB)

ED 227 327 CE 035 406

Bailin, Michael A.
The California Conservation Corps: A Case Study. Working Paper #5. The State Youth Initiatives Project.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Career Development; Case Studies; *Conservation (Environment); Disadvantaged Youth; Employment Potential; Employment Programs; Job Development; Job Skills; *Job Training; Participant Characteristics; Policy Formation; Program Costs; *Program Effectiveness; Program Implementation; *State Programs; Statewide Planning; Young Adults; *Youth Employment; *Youth Programs
IDENTIFIERS- *California Conservation Corps

Through site visits, a case study was made of the California Conservation Corps (CCC) in order to provide a description of its history, objectives, program features, participants, funding patterns, future plans, and key issues scheduled to be addressed by the program. Descended from similar earlier programs, the CCC was established in 1976. After several years of drifting, the program was shaped up by a new director, B.T. Collins, who established its remaining principles and style that impressed its members, legislators, and the public. The CCC was established to maintain and develop the state's natural resources while providing work and training to its 18- through 23-year-old members. Work performed by the CCC includes firefighting, conservation, public facilities construction, developing parklands, and cleaning up environmental pollutants such as oil spills. Evaluation of the CCC shows it to have a strong positive impact on the youth who are involved in it as well as a useful role in preserving the state's resources. Of concern is the dropout rate, which is 35 to 40 percent; however, such a dropout rate is not unusual in programs of this kind, such as the Army. The CCC is now beginning to emphasize career and job development along with work attitudes, skills, and public works. Overall, the CCC is a productive, well-run program that deserves support and duplication by other states. (KC)

ED 227 341 CE 035 433

The Future of Vocational Education and Training.

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12425-X
PUB DATE- 83
AVAILABLE FROM- OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Comparative Analysis; *Economic Development; Educational Finance; Educational Needs; Educational Objectives; Educational Planning; *Educational Policy; *Educational Trends; *Financial Support; *Futures (of Society); Job Training; Postsecondary Education; Program Development; *School Role; Secondary Education; Trend Analysis; *Vocational Education

One of the committees of the Organisation for Economic Cooperation and Development (OECD) examined the vocational education and training policies of its member countries. The committee identified a number of significant policy directions that are emerging in OECD countries. Among these are an enhanced political commitment to providing vocational training, a strengthening of the economic and social roles of vocational education, and a raising of the quality of vocational education, training and skills of the labor force. Analysis of the vocational education and training policies of individual OECD-member countries reveals particular emphasis on the contributions vocational education can bring to innovation, to technology, to the supply of labor, and to productivity and economic development. In addition, many OECD-member countries are in the process of reforming their mechanisms for financing initial and further skills training. If these reforms are to succeed, the following key issues must be addressed: the share of costs among firms, and between the state and firms; the costs of combined work and training; and the development of financing arrangements that are flexible enough to respond to changes in work content and in the labor force. (MN)

ED 227 369 CE 035 503

Sechler, Judith A.

Communication Skills. Sex Equity Training Package. Unlocking Nontraditional Careers. Research and Development Series No. 215A.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD215A, workshop materials and audiocassette tape--$14.00; complete set--$44.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Affirmative Action; *Communication Skills; Educational Resources; Equal Opportunities (Jobs); *Language Usage; Learning Activities; Learning Modules; Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Bias; *Sex Fairness; Sex Stereotypes; Sexual Harassment; Transparencies; Units of Study; *Vocational Education; *Work Attitudes

This training package provides materials to build communication skills in vocational students in order to help them adapt to a changing work world in which traditional and nontraditional workers interact. Intended for use in a group setting, the four units of the package offer vocational students the opportunity to practice, through hands-on experiences, new and different communication patterns in a "safe" environment. (While overtly concerned with sex equity, the materials are adaptable to other equity groups, since communication skills are a universal concern.) Unit 1 is designed to assess the communication patterns of traditional and nontraditional students alike, as well as show how irrational ideas influence messages. Unit 2 focuses on skill training in verbal communication, while the third unit builds on unit 2 with skill training in nonverbal communication. The last unit addresses sexual harassment and the consequences of defensive messages in efforts to prevent or cope with this problem. Each unit contains objectives, a daily outline, and learning activities. Materials are designed to provide 8 hours of instruction. The package also includes the following resources: 18 handouts, tape scripts (tape cassette available), 47 transparency masters, and 1 set of role-playing cards. (KC)

ED 227 446 CS 007 022

Easton, Lois Brown
Strengthening the Reader as Writer and the Writer as Reader.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Integrated Activities; Models; Reading Comprehension; Reading Instruction; *Reading Processes; Secondary Education; *Teacher Role; *Teaching Methods; Writing Instruction; *Writing Processes
IDENTIFIERS- *Reading Writing Relationship; *Theory Practice Relationship

Several models of the reading and writing processes suggest that the two should be taught together as part of the communication process. The first responsibility of a teacher interested in teaching the connection is the selection of a model that seems to fit perceptions about the connection. Next, the teacher must decide the balance and sequence of instruction. Also helpful are recognition of the commonalities of reading and writing and an understanding of the roles readers and writers play. One specific way teachers can help students see the connection is by clarifying terminology used in reading and writing classes. Teachers also need to realize that since some writing is heavily based on reading the problem of such writing may stem from the reading process, not the writing process. Through direct teaching of the connection, students can be taught overtly as readers to understand the plans and relationships writers use; the use of cohesive ties; visual, verbal, or structural cues; and various kinds of organizers that facilitate reader comprehension. Specific strategies embedded in other instruction include the teaching of syntax or the use of emulation, random formations, sentence combining, self-evaluation and editing, or responses to reading. Other strategies might include the use of miscellaneous units, paragraph phrases, essay frames, cloze tests, and the writing of a class novel, logs and journals, or protocols. Reading aloud to students, sentence prescriptions, and the language experience approach are yet other approaches for teaching the reading and writing connection. (HOD)

ED 227 491 CS 207 393

Jeffres, Leo W.; And Others
Grassroots Journalism in the City: Cleveland's Neighborhood Newspapers. Monograph No. 6.
Cleveland State Univ., OH. Communication Research Center.
SPONS. AGENCY- Cleveland State Univ., Ohio.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Advertising; Communication Research; Community Study; Content Analysis; Editing; *Journalism; Layout (Publications); *Local History; *Newspapers; *News Reporting; *Production Techniques
IDENTIFIERS- *Community Newspapers; *Ohio (Cleveland)

The first section of this monograph on community newspapers describes the patterns and trends of "grassroots journalism" in the Cleveland, Ohio, area. Based on interviews with 37 newspaper editors, the following topics are covered: origins and history, goals, organization and structure, method of production, advertising, content, audience, and problems. The second section includes synopses of each newspaper and an example of the front page of each. Included is a brief history of each paper, plus a description of its goals, organization, production, advertising, content, audience, and problems. The third section discusses several topics and problems that community journalists must face. Topics include defining the news, organization and news gathering, the interview and other tools for collecting information, writing the news story, editing, writing headlines, newspaper graphics and design, advertising, and circulation and distribution. (HOD)

ED 227 521 CS 504 129

Buller, David B.
An Investigation of Nonverbal Cue Combinations and the Validity of Aggregation Measurement Techniques in a Spontaneous Persuasive Interaction.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Communication Research; *Cues; Evaluation Methods; Higher Education; *Interaction; *Interaction Process Analysis; *Interpersonal Communication; *Nonverbal Communication; *Persuasive Discourse; Predictor Variables

A study was conducted to examine the presence and composition of nonverbal cues exhibited in a spontaneous dyadic interaction and to investigate the assumption that cue variation is inconsequential to the effect of nonverbal behavior implicit in methods that aggregate cue incidence across interactions. Subjects, 110 college undergraduates, worked in dyads with partners who were previously unknown to them. Each partner in a dyad was given a position to advocate and minutes in which to argue that position. Each interaction was videotaped and coded at 2-minute intervals for a variety of proxemic, kinesic, and vocalic cues. Results showed that nonverbal behaviors did vary consistently, forming combinations of cues within rather than across nonverbal channels. A combination of aggregate scores of the nonverbal factors, including increased proxemic shifts, increased kinesic behavior, increased vocalic intensity, decreased vocal quality, increased random movement, and more direct body orientation predicted "winning" in the interaction. In addition, high vocal fluency in the first time period, increased kinesic behavior in the third time period, and high vocal intensity in the last time period predicted "losing" in the interaction. (FL)

ED 227 552 EA 015 473

North Carolina State Plan for Technical Assistance and Energy Conservation Measures: Grant Programs for Schools and Hospitals and for Buildings Owned by Units of Local Government and Public Care Institutions.

North Carolina State Dept. of Commerce, Raleigh. Energy Div.

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Climate Control; Economic Status; Elementary Secondary Education; *Energy Conservation; *Facility Improvement; Federal Regulation; Grants; Hospitals; Local Government; Postsecondary Education; Proposal Writing; Public Facilities; Public Schools; Solar Energy; State Federal Aid; *State Government; *State Programs; *Technical Assistance
IDENTIFIERS- National Energy Conservation Policy Act 1978; *North Carolina

State guidelines for grant applications that follow the regulations of the National Energy Conservation Policy Act of 1978 are presented for North Carolina institutions. Among the 17 procedures spelled out in detail are several that concern eligible institutions' involvement in the development of the state plan, notification of the plan, and submittal of grant applications. Other procedures concern the evaluation of preliminary energy audits and grant applications; funding and the equitable allocation of funds; and assurance that assistance will supplement, not supplant, other funds. Compliance regulations are directed toward nonfederally funded energy audits and technical assistance programs. Other regulations encourage the utilization of solar resource measures and state the qualifications for technical assistance analysts. Finally, procedures are set forth for state management, financial auditing, monitoring, and evaluation. A total of eight tables and forms are also included in the guide. The appendices contain lists of relevant committees, agencies, and associations; a preliminary energy audit form for hospitals and public care facilities; and a ranking of North Carolina counties by wealth and local support for schools. (MLF)

ED 227 567 EA 015 489

Mayfield, Sandra
Teacher Supply and Demand in Oklahoma Public Schools, 1981-82.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Faculty Mobility; Graphs; *Intellectual Disciplines; Maps; Public Schools; Questionnaires; School Districts; State Surveys; Tables (Data); Teacher Certification; Teacher Education; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand
IDENTIFIERS- *Counties; *Oklahoma

A questionnaire survey of Oklahoma school districts sought to identify critical issues in teacher supply and demand in the state. Of all 617 school districts surveyed, 450 responded. Further data came from teacher education programs at 19 Oklahoma public and private colleges and universities. Data were collected on teacher vacancies, curriculum and administrative areas, full-time-equivalent positions, first-year and returning teachers, temporary and special certifications, degrees of teacher shortage or surplus, teaching program graduates, graduate placements, average teacher salaries, per capita revenues, average daily membership, and counties and regions of the state. Maps, tables, and graphs present the survey results, including counties with above-average vacancies, the relationship of vacancies to salary and revenue, and administrators' ratings of teacher supply by subject area. Among the conclusions are that school counselors, psychologists, and librarians and secondary school principals are in short supply; teachers are needed in elementary music, art, special education, reading, and speech; shortages exist in secondary math, science, language, industrial arts, music, reading, and special education; and no systematic approach to teacher recruitment seems to exist. Four appendixes provide the survey cover letter and questionnaire and further data. (RW)

ED 227 300 CE 035 333

Rice, Eric; Hughes, James H.
Controlling Instructional Settings. Instructor Training Module #8.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Behavior Problems; Behavior Standards; *Classroom Techniques; *Discipline; *Discipline Problems; Inservice Teacher Education; Postsecondary Education; Student Teacher Relationship

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with controlling instructional settings. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are establishing and explaining expectations and rules for behavior, maintaining control in an atmosphere that is conducive to learning, and handling disruptive behavior and conflict actively and appropriately. Each chapter contains an introduction and objectives, a discussion of when and why to use the particular skill under discussion, guidelines for using the skill, an example, additional information, and self-test exercises. Appended to the booklet are answers to self-test exercises, a posttest, and answers to the posttest. (MN)

Moser, Alta G.
Summary and Implications of Dissemination and Utilization Activities: A Five-Year Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Conferences; Diffusion (Communication); *Information Dissemination; Information Utilization; Linking Agents; Meetings; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education; Workshops
IDENTIFIERS- *National Center for Research Vocational Education

This report provides a summary of the number and types of interactions with vocational education across the nation known to have resulted from dissemination strategies implemented during a 5-year period under the Dissemination and Utilization Function of the National Center for Research in Vocational Education. Discussed in the report are the approaches taken in performing the tasks and activities (dissemination, conferences, meetings, selection and development of products, and product dissemination), accomplishments, immediate outcomes, and recommendations. Summaries of the activities include information on the number of interactions according to the type of agency, theme or focus, intended purpose of the activity, level of education that benefited, and the states involved. Field event summaries also include information on the type of audience and number of participants. Product distribution is summarized by product and by type of product. The system used to record the data is also described and discussed. Recommendations for future dissemination activities are based on implications drawn from the data analyses and from the perceptions and insights gained through staff experience. (Findings include the following: (1) the 7,018 interactions recorded for the 5-year period account for linkages on substantive activities such as planning, collaborating, conducting field events, and disseminating products; (2) in addition, numerous contacts were made that were not counted as interactions; these included a mass mailing to 14,112 persons of the newsletter, "MEMO," with 27,356 participants in field events and through mass mailing of 6,500 invitations to conferences. (KC)

ED 227 355 CE 035 458

Armijo, Louis A.; Appleby, Judith A.

Developing Vocational Competency Tests. Module 19. Vocational Education Curriculum Specialist.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-79-0735
AVAILABLE FROM- East Central Network, Sangamon State University, E-22, Springfield, IL 62708 ($4.00; complete set--20 modules, instructor's guide, audio cassette, field test report--$45.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; Criterion Referenced Tests; *Disabilities; Inservice Education; *Job Skills; Learning Activities; Learning Modules; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation; *Test Construction; *Testing; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Competency Tests; *Curriculum Specialists

This module, the third of four units about vocational competency measurement, is module 19 in the Vocational Education Curriculum Specialist series. The purpose stated for the document is to help in the development of both written and performance competency tests based on the needs identified for testing a particular program and the standards and priorities established for job-related tasks. Content is organized into four sections, each of which focuses on one goal and two or more objectives. Section 1 summarizes important considerations in vocational competency-test development, including test validity, reliability, practicality, and testing individuals with special needs. In section 2, important considerations in designing initial test specifications are overviewed. Sections 3 and 4 discuss the critical tasks in developing paper-and-pencil and performance tests. Each section concludes with individual study activities, discussion questions, and group activities. Self-check items and possible responses to them are appended for use as a pretest and review of the module content. (YLB)

ED 227 254 CE 035 271

Perry, Nancy N.; And Others
Improving Equal Opportunity among Education Specialists in the Naval Education and Training Command.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-126
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Affirmative Action; Career Development; Employed Women; Employment Level; Employment Opportunities; *Employment Practices; *Equal Opportunities (Jobs); Ethnic Discrimination; Females; Job Development; *Military Organizations; Minority Groups; *Models; Personnel Selection; Racial Discrimination; Recruitment; Sex Discrimination; Sex Fairness
IDENTIFIERS- *Education Specialists; Navy

After it was determined through equal employment opportunity (EEO) data that women and minority groups are underrepresented at all levels within the education specialist occupational series of civilian employees of the Navy, a study was conducted to design a program to encourage Navy managers to recruit, hire, develop, and promote women and minorities. The study centered on three areas: (1) reviewing command policies affecting EEO and affirmative action programs at all levels; (2) ascertaining the current status of EEO representation within these occupational areas; and (3) identifying specific barriers to achieving EEO objectives for the classification and assessing their impact on program design options. Through the study, six major problem areas were identified. These areas are conflict between command/activity missions and EEO goal attainment; decentralized locations of education specialists; lack of accountability for EEO goal achievement; competing government policies; competition with other employers; and inefficient use of civilian personnel offices. Based on the findings, a plan for encouraging managers and supervisors to hire, promote, and provide professional development to women and minority education specialists was developed. (Author/KC)

ED 227 269 CE 035 295

Current Awareness in Health Education. 81-1790--81-1979. January 1983.

Herner and Co., Arlington, Va.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jan 83
CONTRACT- 200-81-0632
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Allied Health Occupations Education; Citations (References); Health Activities; *Health Education; *Health Materials; Health Programs; Instructional Materials; Laws; Medical Education; Occupational Safety and Health; Patient Education; Periodicals; *Program Descriptions; *Research Projects; Resource Materials; School Health Services; Sex Education; Teaching Methods
IDENTIFIERS- Current Awareness in Health Education; Risk Reduction

This document is the January 1983 edition of this journal, published monthly by the Center for Health Promotion and Education as a dissemination vehicle for the growing body of information about health education. It includes 195 citations and abstracts of current journal articles, monographs, conference proceedings, reports, and program descriptions. These documents are prepared from information that is provided by the programs themselves or found in directories, newsletters, and similar sources published or created since 1977. The abstracts are arranged in chapters according to their major subject areas, which include the following in this issue: community health education; health education in occupational settings; health education methodology; patient education; professional education and training; regulation, legislation, and administration; research and evaluation; risk reduction; school health education; self care; and sex education. Abstracts are indexed by author, subject, and program title. Information on how to use the journal and how to submit articles for citation also is included. (KC)

ED 227 283 CE 035 316

Rice, Eric; Spetz, Sally H.

Introduction to Apprenticeship. Apprenticeship Related Training Module.

Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; Career Education; Educational History; *Employee Responsibility; *Employer Employee Relationship; Federal Legislation; *Job Training; Labor Legislation; Legal Responsibility; Postsecondary Education; Pretests Posttests; *Program Content; *Program Design; State Legislation

One in a series of core instructional materials for apprentices to use during the first or second years of apprentice-related subjects training, this booklet provides an introduction to apprenticeship training programs. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the two instructional chapters included in the booklet are the nature and importance of apprenticeship training and the roles and responsibilities of the parties involved in apprenticeship training programs. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 400 CG 016 532

Deloney, Julia R.; Schroeder, David J.
Interrelationship between Reported Health, Anxiety, Job Satisfaction, and Shiftwork.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anxiety; Difficulty Level; Employee Attitudes; Employees; *Health; *Job Satisfaction; Physiology; Predictor Variables; Stress Variables; *Vocational Adjustment
IDENTIFIERS- *Shift Work

Research has shown that stress and anxiety are significant correlates of perceived health, but the effects of job difficulty and job satisfaction are unclear. To study the effect of shift work, job satisfaction, and difficulty and anxiety on reported health, 6,281 electronics technicians, engineers, and support staff completed surveys of demographic variables and subjective ratings of job difficulty, job satisfaction, and health, and a state-trait anxiety inventory. Data analyses showed that while global measures of job satisfaction, job difficulty, and shift schedule did little to increase the prediction of health, some items made a contribution; specific indicators included inability to sleep well, increased daily tiredness, satisfaction with working conditions, and educational level. As expected, age was a prominent indicator. Results also revealed that both state and trait anxiety predicted general health, but did not differentiate whether state of health was due to anxiety or anxiety was due to health. A further study to incorporate both job-related and nonjob-related characteristics and their relationships to trait anxiety is needed. (JAC)

ED 227 416 CG 016 549

Heller, Kenneth; And Others
The Gap between Rhetoric and Knowledge in Social Support.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counselor Role; Interpersonal Relationship; Intervention; Predictive Validity; Professional Recognition; Psychologists; *Research Methodology; *Research Problems; Schematic Studies; Social Change; *Social Support Groups; Social Theories; State of the Art Reviews
IDENTIFIERS- Community Psychology

Community psychology, as a field based primarily on rhetoric and ideology, is in a particularly vulnerable position as changes occur in the social and political climate. A more realistic recognition of the complexities of the change process points to the unique contribution of community psychology as a field of inquiry. A major problem of community psychology has been the conceptual confusion permeating the field, stemming from its use of concepts borrowed from other fields without further specifications. The social support construct is an example of the need for conceptual clarity. Social support research became popular because it fit the increasingly conservative climate of the times. One problem limiting advances in social support research, however, was its reliance on predictive validity, which was maximized at the expense of construct validity. Research was directed toward demonstrating the relationship of social support to health outcomes, and the relationship between support and non-health outcomes received little attention. To have any kind of useful impact, the basic ingredients in social support must be studied, i.e., how it operates, under what conditions people use it, and how it relates to other modes of coping. For research in social support to provide useful intervention strategies it most provide a clearer understanding of its mode of operation. (JAC)

ED 227 477 CS 207 262

Miller, Bonnie L.
Reading and Writing: Is There a Connection?
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Family Influence; Integrated Activities; *Language Acquisition; Language Experience Approach; *Language Processing; Language Research; Parent Child Relationship; *Reading Instruction; Student Teacher Relationship; Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- *Reading Writing Relationship

Research indicates that reading and writing should be learned together since both are language processes, and that children should be shown how the skills they have acquired during learning to read apply to learning to write. A language experience approach is useful for accomplishing this. Many aspects of writing point out the integrative relationship between reading and writing, including (1) interest, (2) spelling, (3) punctuation, (4) grammar, and (5) composition. Children should learn to read and write just as they learned how to talk, naturally, without an awareness of the skills being learned. Teachers need to show children that reading and writing do make sense and that there is much more to learning than boring drills and test-oriented activities. Using natural language and experiences in the classroom can motivate writing. Whether a child becomes a good writer depends upon the teacher's role--if the teacher is open and accepting and responds positively to the child's writing, chances are the child will become a good writer who focuses on meaning in the same way that a reader focuses on meaning. (HTH)

ED 227 615 EC 151 056

Collier, Catherine, Ed.; And Others
BUENO-MUSEP: Bilingual Special Education Annotated Bibliography. Volume 2.
Colorado Univ., Boulder. BUENO Center for Multicultural Education.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Bilingual Education Programs; *Curriculum Development; *Disabilities; Early Childhood Education; Elementary Secondary Education; Emotional Disturbances; Gifted; Hearing Impairments; *Instructional Materials; Learning Disabilities; *Limited English Speaking; Mental Retardation; Resource Room Programs; Special Education; *Special Programs; Speech Handicaps; *Visual Impairments

The document contains the second of a two-volume annotated bilbiography on bilingual special education. Three major sections cover the following topics: teaching materials available for the bilingual special education classroom; literature about existing bilingual special education programs (general resource rooms, early childhood, emotionally disturbed, gifted and talented, learning disabilities, mentally retarded, physically handicapped, speech and hearing, and vision impaired); and literature and materials to assist in adaptation and development of curriculum in bilingual special education. Entries usually include title, author, source, publication date, and a brief description. (SW)

ED 227 225 CE 034 711

Women and Employment. Policies for Equal Opportunities.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12136-6
PUB DATE- 80
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, DC 20006 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTIONS- Adults; Affirmative Action; Economic Development; *Employed Women; Employment Level; *Employment Practices; *Employment Problems; Employment Projections; Equal Opportunities (Jobs); Females; Labor Legislation; Long Range Planning; *Public Policy; Sex Discrimination; Sex Fairness; *Underemployment; Unemployment
IDENTIFIERS- *Organisation for Economic Cooperation Development

This document contains the proceedings of a high-level conference on the Employment of Women, attended by labor ministers and other high officials of countries belonging to the Organisation for Economic Cooperation and Development (OECD). Delegates to the conference adopted a 14-point declaration pledging themselves to achieve equality of opportunity particularly for the conditions in the employment of women. During the conference, the representatives examined (1) the implication of high and rising participation rates of women workers in the various countries, despite slack labor markets since the mid-1970's and (2) the persistence of labor market segregation despite equal opportunity policies already practiced in most member countries. This report presents the declaration drawn up by the conference, the analytical papers for the conference, and the opening addresses by the secretary-general of the OECD and the Minister of Labor of Denmark, who served as president of the conference. A list of participants and observers is included in the appendix to the document. (KC)

ED 227 239 CE 035 119

Parry-Hill, Joseph W., Jr.
The North Carolina State Occupational Information Coordinating Committee--A Study of Its Progress.
North Carolina State Advisory Council on Education, Raleigh.
PUB DATE- 20 Feb 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Career Education; Committees; Coordination; Delivery Systems; Financial Support; *Information Dissemination; *Information Needs; *Information Systems; *Occupational Information; Postsecondary Education; Program Costs; Program Development; Program Effectiveness; Secondary Education; User Satisfaction (Information)
IDENTIFIERS- Career Information Delivery System; Comprehensive Employment and Training Act; Multi Purpose Occupational Information System; *North Carolina

The North Carolina State Occupational Information Coordinating Committee (NC SOICC) was established in June 1977 to implement an occupational information system in the state that would meet the planning and operational needs of programs assisted under the Vocational Education Act and the Comprehensive Employment and Training Act (CETA). The state's occupational information system and career information system have been developed as two distinct but overlapping components of a comprehensive occupational and career information system. These are the Multi-Purpose Occupational Information System (MPOIS) and the Career Information Delivery System (CIDS). To meet the career decision needs of state residents in general, and of unemployed youth in particular, the NC SOICC recently developed and computerized a career information system called NC CHOICES that contains North Carolina-specific information. Developed for interaction with users, the NC CHOICES system is currently expanding its areas of service to accommodate the entire state and is expected to become the superior career information system for most state users. Because of disparities in funding, development of the MPOIS is falling behind that of the CIDS. Recommendations included calls for the NC SOICC to periodically review its operational decisions and for further study of the data produced for the MPOIS. (MN)

ED 227 328 CE 035 413

Historical Perspectives of CSLEA. Volume 9. Reports and Occasional Papers: 1955-1963.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTIONS- Academic Achievement; *Adult Education; Adult Learning; *Adult Programs; Adult Students; College Programs; Curriculum Development; Curriculum Guides; Educational Planning; Educational Practices; Educational Trends; Emotional Adjustment; Film Study; Futures (of Society); *General Education; *Higher Education; Noncredit Courses; Postsecondary Education; Program Descriptions; *Program Development; *Program Effectiveness

IDENTIFIERS- *Center for the Study of Liberal Educ for Adults

This is the ninth in a series of volumes consisting of a series of publications from the Center for the Study of Liberal Education for Adults (CSLEA). These materials provide both theory and practice in the area of non-credit adult liberal education offered by colleges and universities. This volume contains five issues in the CSLEA Research Report Series from 1955 through 1963. Titles include (1) Our Modern Art: The Movies (a course discussion guide); (2) A Review of 1956: Center Activities and Projects; (3) A Review of 1957: Center Activities and Projects; (4) A Review of 1958: Future Directions of the Center and a Report of Current Activities; and (5) Adults that Grew Up in Brooklyn and Some That Didn't (a research report dealing with the relationship between emotional maturity and academic achievement in adult educational programs). (MN)

ED 227 342 CE 035 438

Boss, Roberta S.
The Influence of Cultural Values on Classroom Behaviors of Adult Vietnamese Refugees.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Adult Students; *Asian Americans; Cognitive Style; *Cultural Differences; Cultural Influences; Educational Strategies; English (Second Language); Individual Differences; Instructional Materials; Learning Processes; *Refugees; Student Behavior; *Vietnamese People

A study examined the influence of cultural values on classroom behaviors of adult Vietnamese refugees. More specifically, the study was designed to determine the effect of culturally acquired attitudes and personality traits on the refugees' classroom behaviors, the relationship between these behaviors and the cognitive learning styles favored by Vietnamese students, and the implications of these preferences for selecting materials and instructional approaches to facilitate second-language learning. To collect these data, the researcher observed the classroom behaviors of 18 Vietnamese students in an advanced-level course offered under the Refugee Services Program, English for Speakers of Other Languages, of Montgomery County, Maryland. These observations revealed that the students manifested little if any initiative or interaction with one another while in class. Options confused them, as did individual or small group activities. However, they did begin to show some competitive skills when broken into teams. Such behavior reflects the Oriental stress on passive humility as opposed to the American emphasis on socialization and independent action. To deal effectively with Indochinese students, teachers of English for Speakers of Other Languages (ESOL) must understand these differences and not view reserved behavior as a manifestation of laziness or lack of intelligence. (MN)

ED 227 384 CG 016 512

Linney, Jean Ann
School Achievement: From Deficient Dialects to Domestic Dialogue.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Elementary Secondary Education; Family Environment; *Family Involvement; Intervention; *Parent Participation; *Parent School Relationship; Parent Student Relationship; State of the Art Reviews; Stress Variables; Student Development

The low level of family involvement in school affairs has become a predominant explanation for a wide variety of school problems. Although there is little data to support the two underlying assumptions of this causal relationship, i.e., a decrease in family involvement, and the efficacy of parent participation in enhancing student performance, there is potential in the intervention implications stemming from this hypothesized relationship. Most intervention efforts have focused on increasing parent participation, however, in the absence of any serious analysis of the content and purpose of that participation. Changing family conditions are repeatedly scapegoated in these discussions, yet the changing social conditions are a reality, and should generate a new level of discussion about home-school relations and alternative mechanisms to accommodate them. The "victim blaming" implicit in deficient parent participation explanations threatens to divert attention from collaborative home-school efforts and fruitful change. (JAC)

ED 227 432 CG 016 565

Layden, Mary Anne
The Effect of Attributional Style Change on Self-Esteem and Depression.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; *Attribution Theory; *Behavior Change; Change Strategies; Cognitive Style; *Depression (Psychology); Failure; *Locus of Control; Program Effectiveness; *Self Esteem; Success

Low self-esteem and depressed individuals tend to have an attributional style of externalizing success and internalizing failure. To evaluate a program developed to help reverse this pattern of responses to be more similar to high self-esteem and nondepressed individuals, subjects were first tested for self-esteem, depression, and attributional style. They were then given programmed feedback about their attributional style. They were asked to keep a record for 5 weeks of positive and negative experiences and to record attributions that partially or completely resembled those used by high self-esteem and nondepressed persons. A posttest session measured changes in self-esteem, depression, and attributional style. Subjects also performed a task which measured persistence following a failure experience. Results indicated that all experimental groups changed in self-esteem and attributional style and that one experimental group changed in depression. Subjects who changed their attributions for failure showed no significant deterioration in performance following a failure experience. That the findings for depression were not as strong as for self-esteem may indicate that depression is a more intractable problem which needs longer and more intense intervention to show change. (Author/MCF)

ED 227 447 CS 007 023

Turner, William E.
Providing a "Safety Net" for Students Lacking a Reading Habit.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Directed Reading Activity; Elementary Secondary Education; *Inquiry; Program Descriptions; Reading Habits; *Reading Programs; *Reading Skills; *Recreational Reading; Student Motivation

Current educational writing and reporting suggests a need for making reading a more vital experience for the student. One of the ways being tried in the Rye Public Schools (New York) is an integrated, guided, out-of-class reading program that is keyed to the inquiry curriculum. Starting in the third grade, each inquiry unit has specially selected books that provide discovery and adventure for the topic under study. Many of the books are paperbacks consisting of biographies, stories based on historical events, and scientific discoveries. Teachers incorporate sets of books that blend into the inquiry topic, and study guides help students use their out-of-school reading time more effectively. Performance objectives include skills for locating information, drawing inferences, and organizing data into a meaningful report. Through paired teaming, cooperative teachers have flexibility in working with students having a wide range of reading ability. Since the teachers cover the same unit or topic in the same block of time, a student is able to move from one level of skill instruction to another whenever his or her needs are better met. Teachers differentiate instruction on the basis of a student's readiness to follow the trend of a discussion and contribute relevant information. By integrating out-of-class related reading into an inquiry unit, teachers have the means for introducing students to a variety of literary experiences. (HOD)

ED 227 462 CS 007 040

Rowe, Elise Murphy

Determining the Main Idea in Secondary School Reading through the Modified Language Experience Method. A Psycholinguistic Process.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Theories; *Language Experience Approach; Psycholinguistics; *Reading Comprehension; *Reading Instruction; Reading Skills; Secondary Education; Teaching Methods
IDENTIFIERS- *Main Idea

Noting that comprehension studies have stressed the importance of determining the main idea of reading instruction, this paper offers a teaching strategy--the Modified Language Experience Method--that has proven successful in teaching main ideas to secondary school students. The paper first compares the strategy, which begins with the general comprehension of a paragraph and moves to the specific understanding of the main idea, to the more commonly used subskill method of instruction, which begins with the specific understanding of the main idea and moves to the general comprehension of the paragraph. The major portion of the paper contains a 12-week schedule for using the strategy that outlines preimplementation, implementation, and postimplementation activities. The paper concludes with complete descriptions of four activities illustrating the use of the strategy. (FL)

ED 227 492 CS 207 394

Sodowsky, R. E.; Witte, S. P.
Topical Development in the Narrative/Descriptive Essays of College Freshmen.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classification; *Cohesion (Written Composition); College Freshmen; *Descriptive Writing; *Discourse Analysis; *Distinctive Features (Language); Essays; Higher Education; *Sentence Structure; *Writing Research

In an effort to examine the hierarchical relations in the development of discourse topics, the narrative-descriptive essays of 55 university freshmen were analyzed in terms of L. Lautamatti's five sentence types. In type 1, the initial element is in the position of the grammatical subject, and is the topical subject. In type 2, the topical and grammatical subject is preceded by an initial sentence element. In type 3, the initial element is also in the position of the grammatical subject, but the topical subject is elsewhere. In type 4, the topical subject occurs in the initial sentence element, while the grammatical subject follows. In the last pattern, type 5, the initial element, the grammatical subject, and the topical subject are all separate. All types are measured as t-units. Results showed that type 1 sentences comprised nearly half of all the t-units in the high and low rated essays. Type 2 t-units, in which the initial element differs from the grammatical and topical subject, comprised roughly one-fifth of the t-units in all the essays, the low rated group using slightly more than the high. Type 3 was produced slightly more than type 2, and type 5 t-units occurred more than twice as often in the high rated and five times more frequently in the low rated essays as type 4. Although the t-units of type 4 occurred relatively infrequently in all of the essays, they appeared nearly three times as often in the high group as in the low. (HOD)

ED 227 507 CS 207 411

White, Edward M.

Comparison and Contrast: The 1976 California State University and Colleges Freshman English Equivalency Examination.

California State Univ. and Colleges, Long Beach.; English Council of the California State Univ. and Colleges.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- College Freshmen; Educational Testing; *Equivalency Tests; *Essay Tests; Higher Education; Objective Tests; Scoring; State Programs; Student Placement; Test Format; Testing Programs; *Test Interpretation; Test Norms; Test Reliability; *Writing Evaluation; *Writing Research
IDENTIFIERS- California

The fourth administration of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination graded by the Educational Testing Service and an essay examination scored by California State University and College faculty, is analyzed in this report. After a short index of previous volumes and preface, the first section of the report contains a summary and fact sheet describing the test, its results, and studies being undertaken to examine the results. The next section recounts the actual administration of the test. The section on the examination's two essay questions consists of two subsections, each containing a report from the question leader, the question itself, the directions to graders, and six sample student papers. Section four presents a statistical report on the examination scores, while section five presents the results of the second year of a 5-year follow-up study. The report's five appendixes cover a variety of topics including budgets, organizational and personnel charts, and descriptive statistics. (JL)

ED 227 522 CS 504 130

Ivie, Robert L.
Speaking "Common Sense" about the Soviet Threat: Reagan's Rhetorical Stance.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Communication Research; Discourse Analysis; Foreign Countries; *Foreign Policy; *Metaphors; *Persuasive Discourse; *Political Influences; Political Issues; Presidents; *Rhetorical Criticism
IDENTIFIERS- *Political Rhetoric; *Reagan (Ronald); USSR

Although for the 15 years preceding his election as President of the United States Ronald Reagan muted his anti-Soviet rhetoric in order to achieve political power, since his election he has returned to anti-Sovietism in an effort to redirect American foreign policy against the Soviets. At the same time, however, he employs a rhetorical strategy that stresses the essential rationality, the "common sense," of his approach. Specifically, his most important image, one of Soviet savagery, extends to three issues: the extent of the Soviet threat, America's proper response, and the possibility of peace in a nuclear world. In addition to explicit use of this metaphor, Reagan regularly reintroduces it through a number of vehicles that place the Soviets in eight general categories as: (1) inanimate and physical, (2) animals, (3) primitives, (4) machines, (5) criminals, (6) mentally disturbed, (7) fanatics and ideologues, and (8) satanic and profane. Reagan presents these images not as metaphor, but as literal truth. As with other metaphors, this image is a way of seeing the facts that also shapes the facts that are seen. Replacing complexity with simplicity, the metaphor rejects as irrelevant or unimportant information that does not fit within its scheme. Finally, Reagan's relaxed personna reinforces the idea that the imagery of savagery and its corollaries form the only sensible perspective on the Soviet Union. (JL)

ED 227 538 CS 504 150

Fest, Thorrel B.; Darnell, Donald K.
The Communication Department in Crisis.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Environment; *Departments; Faculty College Relationship; Higher Education; *Retrenchment; *Speech Communication
IDENTIFIERS- *Program Termination; *University of Colorado Boulder

Two papers describing and reacting to the proposed abolition of a department of communication are contained in this document. The first paper ("Proposed Abolition of a Department of Communication" by Thorrel B. Fest) describes the factors that led the attack. Environmental factors--distrust of the discipline, decreasing funds, and increasingly numerous and complex demands on the institution from the legislature--are first presented. The staffing problems, internal conflicts, and political arrangements that made the department vulnerable to attack in the first place are next listed. The paper's final section suggests ways to avoid such attacks, including political awareness, increased size, and maintenance of a balance between teaching and research. The reasons for the attack, given in the second paper ("Reactions from a Faculty Member of a Communication Department in Crisis" by Donald K. Darnell), include too many students, low research output, low status of the discipline, and failure to gather information on the employment of graduates. Faculty faith in what they were doing, cost effectiveness, public opposition, and a lack of procedure for termination are then given as the reasons for the department's survival. The last section of the paper provides suggestions for helping a department in crisis: providing moral support, collecting data on enrollments and employment, stressing the importance of communcation education, and defining the discipline. (JL)

EA

ED 227 584 EA 015 507

Gaynor, Alan K.
The Dynamics of Stability and Change in Public Schools.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Agents; *Educational Change; *Educational Innovation; Educational Research; Elementary Secondary Education; Mathematical Models; Organizational Theories; Predictor Variables; Simulation; Systems Approach
IDENTIFIERS- Leadership Effectiveness; *Public School Change Model; System Dynamics Approach

Despite substantial efforts to stimulate innovation in the public schools, little long-term change has been noted by observers. No firm data have been obtained to describe the innovative behavior of school systems longitudinally. The extensive literature has reinforced a permutational view of educational change as dependent on the given situation's particular mix of a seemingly infinite number of discrete factors. Using the system dynamics approach, the author of this report constructed a mathematical model representing a dynamic theory of educational innovation and used the model to examine the impact of alternative policies on the effectiveness of innovation efforts. The resulting Public School Change Model aggregated many of the factors identified in the literature into a relatively small number of variables, including conflict, the level of innovation, external funding, linkage, the educational norms of administrators, teachers, and the community, and, most importantly, leadership effectiveness. The development of the model was guided by the metatheoretical proposition that the behavior of systems over time is determined by the interplay among relevant positive and negative feedback structures, three of which affect this model. This report describes the model, the theory behind it, and the nature and results of simulations testing it. (PGD)

ED 227 599 EA 015 524

Allen, Thomas W.; Hughes, K. Scott

Fund Raising in California School Districts. A Discussion Paper.

Peat, Marwick, Mitchell and Co., Sacramento, Calif.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Board of Education Role; Elementary Secondary Education; Financial Support; *Fund Raising; Guidelines; Philanthropic Foundations; *Private Financial Support; *School Districts; School Funds; *School Support; School Surveys; State Surveys
IDENTIFIERS- California

The results of a 1982 survey of California school districts concerning their efforts at private fundraising are presented here. It was found that 123 (or 61 percent) of responding districts either have programs or are planning programs. Although six districts raised more than $100,000 in 1981-82, the majority raised less that $20,000. Of the 66 school districts that reported financial results, 40 have set up foundations to handle the task. Districts with foundations were significantly more successful in fundraising. Districts suggested several "keys to success" in fundraising: an independently governed foundation, requests for general support and specific program support (such as an "adopt-a-program" approach), encouragement of nonmonetary gifts, and emphasis on communicating the need of the district. The authors suggest several guiding principles for districts considering fundraising. Districts should be prepared to make a serious and longterm commitment, establish a clearly defined strategy, set organizational, programmatic, and administrative policies to govern fundraising, establish goals and objectives, develop and implement programs, and install a feedback mechanism. The paper concludes that more fundraising will occur in California districts if the current financial climate continues. (JM)

ED 227 356 CE 035 459

Claudy, John G.; Appleby, Judith A.

Validating Competency Tests and Using Test Results. Module 20. Vocational Education Curriculum Specialist.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-79-0735
AVAILABLE FROM- East Central Network, Sangamon State University, E-22, Springfield, IL 62708 ($4.00; complete set--20 modules, instructor's guide, audio cassette, field test report--$45.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; Inservice Education; Job Skills; Learning Activities; Learning Modules; Postsecondary Education; Predictive Validity; Secondary Education; *Standards; Student Evaluation; Test Results; *Test Use; *Test Validity; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Competency Tests; *Curriculum Specialists

This module, the fourth of four units about vocational competency measurement, is module 20 in the Vocational Education Curriculum Specialist series. The purpose stated for the document is to help in the validation of a competency test after it has been developed, in the determination of how test results will be reported, and in the consideration of ways of setting standards for passing or failing the test. Content is organized into three sections, each of which focuses on one goal and two or more objectives. The first section discusses possible approaches for determining the content validity of a competency test. It also comments on predictive validity and maintaining test validity. Section 2 considers possible uses for vocational competency tests and how test results can be reported in accordance with the intended use. The module concludes with the question of how to set standards for passing or failing a test. Each section concludes with individual study activities, discussion questions, and group activities. Self-check items and possible responses to them are appended for use as a pretest and review of the module content. (YLB)

ED 227 370 CE 035 504

Sechler, Judith A.
Enhancing Placement. Sex Equity Training Package. Unlocking Nontraditional Careers. Research and Development Series No. 215B.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD215B, workshop materials and 3 audiocassette tapes--$20.00; complete set--$44.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Affirmative Action; Cooperative Planning; Educational Resources; *Employer Attitudes; Equal Opportunities (Jobs); Job Development; *Job Placement; Language Usage; Learning Activities; Learning Modules; *Nontraditional Occupations; Nontraditional Students; Postsecondary Education; *School Business Relationship; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; Transparencies; Units of Study; *Vocational Education; Work Attitudes

This training package provides materials to build collaborative relationships and commitment between vocational educators and employers in order to enhance placement of women and men in occupations nontraditional to their sex. The three units of the training package are intended for use beyond the initial stage of raising awareness of the need for sex equity. Unit 1 is designed to update the participants' awareness of the current status and motivation of nontraditional students and workers. Unit 2 focuses on breaking down myths and stereotypes by sharing success stories about nontraditional workers and students. The final unit provides training to achieve skills for positive interactions with nontraditionals, to solve potential problems encountered by nontraditionals, and to develop mutual action plans for collaborative placement strategies. Each unit contains objectives, a daily outline, and learning activities. Materials are designed to provide 4 1/2 to 6 1/2 hours of instruction. The package also includes 15 handouts, 13 tape scripts (3 tape cassettes are available), 40 transparency masters, and 1 set of role-playing cards. (KC)

ED 227 553 EA 015 474

Ogletree, Earl J.; Bonk, Gary
High School Students with Highest Driving Grades Have Worst Driving Record.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Accident Prevention; Drinking; *Driver Education; Drug Use; *Grades (Scholastic); High Schools; *High School Seniors; Motor Vehicles; Sex Differences; *Traffic Accidents

A number of studies have yielded contradictory findings about the relationship between teenage drivers' accident records and their completion of driver education classes. A sample of 75 senior students (37 male and 38 female) who had taken a driver education course was administered an 11-item questionnaire. The results of the study showed 18-year-old male students and students who received A's in the driver education course to have the most freedom in the use of an automobile and also to have the greatest number of traffic violations, accidents, suspensions, and incidences of drinking and driving. The results suggest that behind-the-wheel grades do not portend a good driving record. The A students' poor driving record can probably be traced to the freedom in the use of the car. Suggestions for improving teenager driver behavior and the immature attitudes that lead to reckless and chance-taking driving include having fire department rescue paramedics demonstrate, with film and photographs, the consequences of traffic accidents. Other remedies include issuing young and new drivers a probationary license, the enforcement of seat belt use, and the legislation of stricter drunk driving laws with compensatory liability responsibility that includes parents as well as students. (MLF)

ED 227 568 EA 015 490

Strengthening Oklahoma Education.
Oklahoma Citizens' Commission on Education, Oklahoma City.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Conference of State Legislatures, Washington, D.C.; Oklahoma State Legislature, Oklahoma City.
PUB DATE- 1 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Boards of Education; *Educational Finance; Educational Quality; *Educational Trends; Elementary Secondary Education; Finance Reform; *Futures (of Society); *Governance; Public Schools; School Administration; *School District Autonomy; State Legislation; State School District Relationship; Tables (Data)
IDENTIFIERS- *Oklahoma

Established by the state legislature in 1980, the Oklahoma Citizens' Commission on Education (OCCE) aimed to evaluate the state's schools and prescribe goals for its future educational system. This report presents OCCE's recommendations and background materials. The first section comprises OCCE's 42 recommendations and statements, with supporting materials, on (1) control of the schools, including school boards, the curriculum, testing and minimum standards, early childhood and adult basic education, and vocational and handicapped education; (2) school financing, involving property taxes, elections, state government's role, Oklahoma's 1981 finance reforms, capital outlays, and public funds for private education; and (3) educational quality, administrative structures, accreditation, and district reorganization. The second section narrates the commission's "dream" of what Oklahoma schools would be like in the year 2000 if its recommendations were implemented. Section 3 provides material prepared by OCCE's staff on the state's educational system, revenue sources, finance issues involving equity and control, and the 1981 school finance legislation. An appendix lists OCCE's witnesses and the organizations invited to attend and offers additional materials prepared by the commission. (RW)

ED 227 616 EC 151 057

Elliott, Stephen; And Others
WISC-R-Test Stability and the Practice of Psychological Re-Evaluations.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Achievement Tests; *Disabilities; Elementary Secondary Education; *Ethnic Groups; Exceptional Child Research; *Intelligence Tests; Predictive Measurement; *Test Reliability

The study, involving 379 students (6-20 years old), investigated the 3-year performance stability of handicapped children from four racial groups (Anglo, Black, Mexican American, and Native American). Data were collected from the Wechsler Intelligence Scale for Children--Revised (WISC-R) and the Wide Range Achievement Test (WRAT). Results indicated that Anglo children's WISC-R test-retest reliabilities were higher than those for other ethnic groups; and retest WRAT subtest performances of all children were best predicted by initial WRAT subtest performances. However, overall stability of WRAT scores was only moderate. Results were discussed from an applied perspective in order to examine their impact on the practice of mandated special education re-evaluations. (Author/SW)

ED 227 208 CE 032 946

Basic Hand Tools for Bricklaying and Cement Masonry and Basic Hand Tools of the Carpenter.

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Bricklaying; *Building Trades; *Carpentry; *Equipment Utilization; *Hand Tools; *Masonry; Secondary Education; *Trade and Industrial Education; Units of Study

Intended for student use, this unit discusses and illustrates the tools used in brick and masonry and carpentry. Contents of the brick and masonry section include informative materials on bricklaying tools (brick trowels, joint tools, levels, squares, line and accessories, rules, hammers and chisels, tool kits) and cement masonry tools (tampers, screeds, jitterbugs, darby, bull floats, edgers and groovers, trowels, floats). A true-false test on cement masonry tools and a matching test on bricklaying tools are provided, but no answer keys are available. The carpentry section discusses and illustrates tools commonly used in carpentry work. Contents include informative materials and tests (simple recall, true-false, multiple choice) on these topics: hammers, hatchets, and wrecking bars; hand saws; planes and chisels; measuring and layout tools; tools for boring; and supplementary tools. (YLB)

ED 227 284 CE 035 317

Rice, Eric; Spetz, Sally H.
Working in Organizations. Apprentice Related Training Module.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; *Behavior Standards; Career Education; *Organizational Climate; Organizations (Groups); Postsecondary Education; Pretests Posttests; *Vocational Adjustment; *Work Attitudes; *Work Environment

One in a series of core instructional materials for apprentices to use during the first or second years of apprenticeship-related subjects training, this booklet deals with working in organizations. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the three instructional chapters included in the booklet are the nature of organizations, work behaviors and rules, and pride in work. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 301 CE 035 334

Rice, Eric

Evaluating Apprentice Performance. Instructor Training Module #9.

Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Academic Achievement; *Apprenticeships; Discussion (Teaching Technique); Educational Certificates; Evaluation Criteria; *Evaluation Methods; Inservice Teacher Education; Postsecondary Education; *Student Certification; *Student Evaluation; *Work Attitudes

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with evaluating apprentice performance. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are assessing apprentice knowledge and skills, assessing apprentice work-related attitudes and values, discussing individual evaluation results with apprentice learners, and developing instruction to certify skills and knowledge upon completion of the program or course. Each chapter contains some or all of the following: an introduction and objectives, instructional text, an example, additional information, and self-test exercises. Appended to the booklet are answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 314 CE 035 351

Hull, William L.; And Others

R&D Impact Criteria for Improving Vocational Education Programs.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Development; *Educational Research; *Evaluation Criteria; Evaluation Methods; Guidelines; Literature Reviews; Postsecondary Education; Program Effectiveness; *Program Evaluation; Research Methodology; *Research Projects; Research Utilization; Secondary Education; *Vocational Education

Research was conducted to identify criteria for successful research and development innovations in vocational education. Sixteen research and development (R&D) impact criteria were identified through a search of three data bases. The central data base consisted of impact studies of 28 selected state-developed and National Center for Research in Vocational Education products, conducted between 1978 and 1982. The second data base was a computerized ERIC search of 267 impact studies of educational innovations. The third data base was seminal theoretical works and research studies from innovation diffusion literature. After criteria were identified, reviewed, and revised, they were classified within one of five R&D program improvement stages: development, dissemination, implementation, utilization, and effects. Impact criteria were defined for each stage, and salient features of each criterion were illustrated by a case example from an impact study. Guidelines and caveats for using each criterion were recommended. It was concluded that impact potential can be built into R&D products if specific criteria and guidelines are met throughout the R&D process. (KC)

ED 227 401 CG 016 533

Filsinger, Erik E.
A Behavioral Systems Conceptualization of Relationship Accomplishment.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Behavior Change; Behavior Patterns; *Behavior Theories; *Counseling Theories; Interpersonal Competence; Interpersonal Relationship; Marital Instability; *Marriage Counseling; Models; Skill Development; Spouses; *Systems Approach

This paper presents a model or framework of marital adjustment, for both the researcher and the practitioner, which provides description, explanation, and modification, i.e., ways in which the model can be changed that are theoretically connected with the description and the explanation. A typology of relationship processes is proposed which includes overt behaviors, covert behaviors, stimulous and response conditions, and methods of communication. The relationship skills which use the proposed processes are described including objectification, support/understanding, problem solving, and behavior change. A propositional inventory is presented which relates each relationship skill to marital adjustment. Relevant research is discussed for each hypothesis. The last section of the paper suggests parallels between the proposed behavioral model and systems theories, and points out the advantages of the behavioral model. Criticisms of the model are answered by emphasizing that it has been formulated at the microlevel, and should not be considered inadequate because it does not deal with macrophenomena, e.g., socioeconomic status and social resources. (JAC)

ED 227 226 CE 034 789

Duke, Chris; Vorapipatana, Kowit
Non-Formal Education in Asia and the Pacific. An Overview. Asian Programme of Educational Innovation for Development.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Developing Nations; Economic Development; *Educational Needs; Educational Planning; *Educational Practices; Literacy; *Nonformal Education; Nontraditional Education; *Regional Planning; Regional Programs; Rural Areas; Rural Development; Rural Education; *School Role
IDENTIFIERS- *Asia; *Pacific Islands

Formal education has traditionally played the conservative role of transmitting values, culture, skills, and knowledge from one generation to the next. Its role has become dysfunctional in societies such as those in Asia and the Pacific that are characterized by rapid change. In societies such as these, the need now is for education for development. This is why both the concept of life-long education as a principle on which the overall organization of an educational system is founded, and the concept of nonformal education as an indispensible part in all national schemes for education, are of vital significance in Asia and the Pacific. When developing nonformal educational programs for countries in Asia and the Pacific, planners must consider both the common features and experiences that give countries of the region a common outlook on the nature and role of education in relation to future development and the uniqueness of each country's experiences and needs. Particularly needed by most countries of the region are training programs in the areas of employment skills, rural transformation, and health and nutrition. Other areas of concern include conservation of natural resources, public safety and justice, and literacy. (MN)

ED 227 255 CE 035 274

An Overview of the WIN Program: Its Objectives, Accomplishments, and Problems.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO/HRD-82-55
PUB DATE- 21 Jun 82
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five free; additional copies bound--$3.25 each, unbound--$1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adults; *Employment Programs; Enrollment; *Federal Programs; Followup Studies; Job Placement; *Job Training; Participant Characteristics; *Program Effectiveness; Unemployment; Vocational Followup
IDENTIFIERS- *Work Incentive Program

The Work Incentive (WIN) program is supposed to help recipients of Aid to Families with Dependent Children (AFDC) to get jobs through a program of training, work experience, and employment while reducing the cost of the AFDC program. Because of concerns raised about the program, the Government Accounting Office (GAO) assessed the program to determine how it was working. GAO visited 150 WIN offices in 40 states and gathered data on 2,229 WIN participants. Some of the findings of the assessment were as follows: (1) Of the adults receiving AFDC, 40 percent were required to register for WIN, but only about half actually participated because of funding constraints; (2) of those participating in WIN, about 36 percent entered employment, of whom 38 percent were employed and off AFDC 6 to 18 months later; (3) half of all WIN participants finding jobs attributed their employment to WIN assistance; (4) for those who entered employment, statistically significant relationships were found between certain personal characteristics such as marital status and educational level and employment and AFDC status at the time of GAO's followup interviews; however, no such relationships were found between geographic factors or participation in specific WIN training components and employment and AFDC status at the time of followup; and (5) the Department of Labor significantly overstated WIN accomplishments. (KC)

ED 227 270 CE 035 296

Cummens, John A.
Vocational Education and Manpower Policy Harmonization.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Coordination; *Educational Cooperation; *Educational Policy; Federal Government; Federal Legislation; Federal Programs; Job Training; Labor Force; *Labor Force Development; Policy; *Policy Formation; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Comprehensive Employment and Training Act; *Manpower Policy

The issues of harmonization and autonomy as they affect vocational education and manpower policy development and the implementation of program service delivery are analyzed. Some of the background issues that have affected the relationship of vocational education and manpower, in particular the Comprehensive Employment and Training Act (CETA), are examined as well as the economic and labor market considerations and demographic and technological considerations that form the context in which these two areas function. Next, the context in which these two policy areas function as institutions is examined. (This context relates to their characteristics as institutions and as governmental organizations.) Interorganizational collaboration and coordination of vocational education and CETA are also addressed. Finally, the discussion focuses on formation of a vocational education policy. Considerations include a national versus nationwide policy, issues of policy harmonization for vocational education, and issues of policy analysis research and data needs. Six policy issues are then examined. (YLB)

ED 227 385 CG 016 513

Cicirelli, Victor G.

An Attachment Model of Sibling Helping Behavior in Old Age.

SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attachment Behavior; Behavior Patterns; Emotional Response; Gerontology; *Helping Relationship; *Interpersonal Relationship; *Older Adults; Path Analysis; Psychological Needs; *Siblings; *Social Support Groups

Sibling relationships are not only maintained throughout life in most cases, but assume considerable importance in old age. Siblings provide psychological support for each other as well as more tangible forms of helping and caregiving. In order to investigate variables leading to sibling help in the area of psychological support, a path model based on attachment theory was constructed in which siblings' feelings of attachment were viewed as leading to attachment behaviors and in turn to sibling help. Sibling obligation and sibling conflict were also hypothesized to be precursors to attachment behaviors and sibling help. Interview data were obtained in regard to 93 sibling relationships from 50 elderly adults aged 62-94. Analyses of results indicated that feelings of attachment had the strongest influence on sibling help, while attachment behaviors had a smaller effect. Stronger sibling obligation resulted in less sibling help. The findings support the argument that sibling rivalry declines in late adulthood. (Author/JAC)

ED 227 417 CG 016 550

Hansen, Martha J.; And Others.
Spatial Performance, Activity Preferences, and Masculinity-Femininity.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Ability; College Students; Higher Education; Individual Activities; *Interests; Participation; Performance; Personality Traits; Physical Activities; *Sex Differences; *Sex Role; *Spatial Ability
IDENTIFIERS- Activity Preferences

Research has shown sex differences in performance favoring males are likely to be reported on cognitive tasks requiring spatial skills. It has also been suggested that the reason why individuals who describe themselves as masculine also tend to do well on spatial tasks may be a function of activity preference. To examine the relationship among college students' spatial performance, spatial activity preferences, and self-descriptions, college men (N=144) and college women (N=191) were tested in three studies on one of two spatial tasks, and surveyed on their participation in 81 space-related activities. In all three studies, better spatial performance was associated with higher self-reports of participation in masculine, but not feminine, spatial activities. In the second and third studies, participants also took the Bem Sex-Role Inventory. Women and men who were masculine did better on the spatial tasks than did women and men who were feminine. Results suggest that even small differences in activity preferences may help explain the commonly observed sex differences on spatial tasks. (Author/JAC)

ED 227 433 CG 016 566

Jenkins, Yvonne M.

Dissonant Expectations: Professional Competence versus Personal Incompetence.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Achievement; *Blacks; Black Stereotypes; Counselor Client Relationship; *Expectation; *Females; *Interpersonal Competence; Interpersonal Relationship; *Professional Development; Professional Recognition; Psychotherapy; State of the Art Reviews

Despite tremendous strides in educational and professional development, the black professional woman who seeks psychotherapy is often entrapped by a world view based on a very dissonant set of expectations. This world view is based on the belief that possibilities for acceptance on the basis of one's professional characteristics surpass possibilities for acceptance based on personal traits. Perceptions of professional competency contend with perceptions of personal incompetency. Severe motivational symptoms intensified by feelings of unworthiness, hopelessness, and despair exist in relation to this condition. Among its salient determinants are: (1) slavery, the perpetuation and internalization of myths, stereotypes, and other distortions, and (2) significant interpersonal losses. Training programs must strive to achieve a better integration of relevant knowledge, skills, and attitudes to enable psychotherapists to effectively meet the needs of this challenging client population. Additional psychotherapy research will be imperative to facilitate a better understanding of these dissonant expectations as well as other dysfunctional conditions that affect the black woman. (Author/PAS)

ED 227 463 CS 007 041

Ortony, Andrew; And Others
Theoretical and Methodological Issues in the Empirical Study of Metaphor and Implications and Suggestions for Teachers. Reading Education Report No. 38.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Elementary Education; *Language Processing; Language Skills; *Linguistic Theory; *Metaphors; Oral Reading; *Reading Comprehension; *Reading Instruction; Reading Research; Teacher Role
IDENTIFIERS- *Theory Practice Relationship

A paper dealing with the comprehension of metaphor and a second paper addressing the ramifications of the first paper's ideas for teaching practices are contained in this report. The opening section of the first paper explains why language theorists and scholars in a number of disciplines are interested in metaphor. Its next section deals with metaphor and meaning, explaining the three predominant views of metaphor: the substitution view, the comparison view, and the interaction view. The paper's third secton establishes a framework for understanding comprehension in general as prelude to the survey of empirical research that comprises the paper's next section. The paper's conclusion summarizes the main points of the article and outlines future research in the area of metaphor. The second paper in the report relates the understanding of metaphor expressed in the first paper to current and future teaching practices. It concludes that starting with literature children already know and reading to them is the best way to help them develop the skills they need to comprehend metaphor. (JL)

ED 227 478 CS 207 298

Boiarsky, Carolyn
The Eleven Functions of Revision.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cohesion (Written Composition); *Language Role; *Revision (Written Composition); Secondary Education; *Sentence Structure; Structural Analysis (Linguistics); *Teacher Role; *Writing Instruction; Writing Skills

A study and review of the revisions of professional writers reveals 11 functions of revision: (1) altering form, (2) organizing information, (3) creating transitions, (4) deleting information, (5) expanding information, (6) emphasizing information, (7) subordinating information, (8) creating immediacy, (9) improving syntactic structures, (10) improving language usage, and (11) cleaning up. While the revisions of professional writers are encompassed in these categories, students' revisions appear to be concentrated only in the last two categories. Most students spend their time on "surface" level revisions--changes in single words, in vocabulary and grammar. One reason students do not engage in "deeper" level revisions is the writing instruction they receive. Assignments often eliminate the need to revise in such categories as altering form and organizing information. Furthermore, many of the writing assignments imply that the audience is the teacher and the purpose is a grade. Students need to be able to write for a variety of audiences and purposes if they are to learn how to manipulate such aspects as voice and person. But changes in assignments need to be accompanied by an expansion in the repertoire of composition skills which an instructor teaches and assesses. Until all 11 categories of revision are emphasized and all other aspects of written discourse (prosody, logical thinking, and the relationship of content to structure) are taught and assessed, students will continue to concentrate only on the "lower" levels in revision. Teachers should help students approach revision with a problem orientation so they can recognize all of the functions that revisions serve. (HOD)

ED 227 493 CS 207 395

Wyatt, Doris; And Others
Forward With the Basics: Preparing for the 21st Century?
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Back to Basics; Course Content; Course Descriptions; Educational Philosophy; Educational Trends; *English Instruction; *Futures (of Society); *Integrated Activities; Language Arts; Language Skills; Secondary Education; *Speech Communication; Teaching Methods; Thematic Approach; *Values Clarification; *Writing (Composition); Writing Instruction

Three English courses, based on the idea that subject matter, basic skills, and values are three separate areas that can be taught simultaneously, are described in this paper. The course described in the first section, "Women and Literature," combines interesting thematic material and values clarification with practice in traditional composition techniques. The paper's second section describes a course in oral communication that teaches all the basic language skills, emphasizing everyday speaking and listening skills. The future studies course described in the paper's final section helps students develop values appropriate to the decisions they will have to make in the future, while they study some science fiction and complete skill-developing writing assignments. (JL)

ED 227 508 CS 207 412

White, Edward M.
Comparison and Contrast: The 1977 California State University and Colleges Freshman English Equivalency Examination.
California State Univ. and Colleges, Long Beach.; English Council of the California State Univ. and Colleges.
PUB DATE- Oct 77
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTIONS- College Freshmen; Educational Testing; *Equivalency Tests; *Essay Tests; Higher Education; Objective Tests; Scoring; State Programs; Student Placement; Test Format; Testing Programs; *Test Interpretation; Test Norms; Test Reliability; *Writing Evaluation; *Writing Research
IDENTIFIERS- California

The fifth administration of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination graded by the Educational Testing Service and an essay examination scored by California State University and College faculty, is analyzed in this report. After a short index of previous volumes and preface, the first section of the report contains a summary and fact sheet describing the test, its results, and studies being undertaken to examine the results. The next section recounts the actual administration of the test. The section on the examination's two essay questions consists of three subsections, two containing a report from the question leader, the question itself, the directions to graders, and six sample student papers for each of the questions, and the third listing the essay readers. Section four presents a statistical report on the examination scores, while section five presents the results of the third year of a 5-year follow-up study. The report's five appendixes cover a variety of topics, including budgets, the reliability of the examination, and an English placement test. (JL)

ED 227 539 EA 015 092

Patrick, Edward; And Others

The Design and Implementation of a Statewide Technical Assistance System for School Improvement: Alternative Considerations.

Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Charts; *Educational Improvement; Educational Research; Elementary Secondary Education; Linking Agents; *Program Design; Program Implementation; *Research Utilization; Social Support Groups; State Programs; *Technical Assistance
IDENTIFIERS- *Pennsylvania

Considerations in the design and implementation of the technical assistance (TA) system for supporting Pennsylvania's statewide school improvement initiative are analyzed. After a brief introduction, the authors describe the key features of the initiative, called Long-Range Planning for School Improvement (LRPSI). They briefly review recent research data on TA's importance in school improvement efforts. A lengthy section then recounts the design of Pennsylvania's TA network, highlighting five areas: TA role definition and implementation, TA staff selection and training, TA system organization and maintenance, support systems for TA staff, and evaluation of TA activities. Five long charts are used to relate prescriptive information from TA research to specific design features of Pennsylvania's TA system. Next a short update is provided on the progress of LRPSI and the TA network. The conclusion briefly reflects on the applicability of recent linking-agent research to the TA system's design. Seven appendixes cover further research findings on school improvement and TA, training related to the TA program, TA system reporting forms, the support roles of state and district agencies, college and university roles, a sample LRPSI guide, and guidelines for LRPSI midpoint progress reports. (RW)

ED 227 585 EA 015 508

Patterson, Alan M.; Gaynor, Alan K.
Moral Reasoning and the Moral Actions of School Administrators.
PUB DATE- 22 Oct 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Administrative Problems; *Administrator Attitudes; Administrators; Elementary Secondary Education; *Moral Development; Moral Values; *Problem Solving; Value Judgment
IDENTIFIERS- Defining Issues Test; Moral Action Choice Test (Patterson); *Moral Reasoning

Fifty school administrators completed Rest's Defining Issues Test (DIT) and Patterson's Moral Action Choice Test (MACT) as part of a study to determine how Kohlberg's theory of moral development might apply to day-to-day administrative decision-making. The respondents were presented with hypothetical moral dilemmas and asked to explain what they believed they should do, what they actually would do, and what thinking lay behind their responses. The study findings supported the hypothesis that the nature of administrators' responses to the hypothetical problems of the MACT would relate to their levels of moral development as revealed by the DIT scores. The data did not indicate that the administrators who internalized social rules exhibited greater discrepancies between their "should" and "would" responses than did either those treating rules as external or those developing rules from self-chosen principles. As expected, no association was found between DIT and MACT scores when critical moral issues were not confronted. The major implication of the study, according to the authors, is that as problems are conceived less abstractly and more concretely the decisions as to what "should" be done become more strongly dependent on the particular social contexts affected. (PGD)

ED 227 600 EA 015 527

De Bevoise, Wynn
Education and Technology: Predicting the Needs of the Future.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTIONS- Curriculum Development; *Educational Needs; *Educational Objectives; Education Work Relationship; Elementary Secondary Education; *Futures (of Society); General Education; Job Skills; Liberal Arts; *Relevance (Education); *Technological Advancement; Vocational Education; Work Attitudes

There is disagreement about whether education for the future ought to be more general or more specific than is currently the case. Those who believe that the technologically based world of the future will require more job-specific or highly specialized skills advocate more specialized and vocational training in the schools. Those who see future work as becoming "deskilled" emphasize the importance of a broad course of studies. Evidence regarding this debate indicates that there is a pressing need to develop the type of curriculum that will best prepare students not for specific jobs but for a range of tasks required in the near future. Adaptability to change is demanded by rapid technological development, but an increasingly specialized curriculum may not produce workers able to adjust to continuing changes in the tools and conditions of work. Other skills identified as important to modern society--analysis and critical thinking, organizational and reference skills, creativity and ability to communicate--call for both general and specialized training. Thus a general foundation should be emphasized in the formative elementary and secondary years, and at the same time, high schools will need to prepare a sufficient number of highly skilled students in technical fields. (JM)

ED 227 209 CE 032 948

Residential Wiring: Electrical Connections and Tools and Equipment.
Texas A and M Univ., College Station. Vocational Instructional Services.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -- Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Building Trades; Electrical Systems; *Electric Circuits; *Electricians; Electricity; *Equipment Maintenance; *Equipment Utilization; *Hand Tools; Safety; Secondary Education; Tests; *Trade and Industrial Education; Units of Study
IDENTIFIERS- Power Tools

Intended for student use, this unit focuses on making good electrical splices and electrical connections, and discusses tools and equipment used in house wiring jobs. Specific areas covered in the connections section are types of splices, solder equipment and supplies, and solderless connectors (plastic caps, split bolt connectors, crimp-type connectors, non-insulated and insulated terminals, screw terminals, and back-wired quick connectors). An essay test on electrical connections is provided, but no answer key is available. The purpose of the equipment section is to help technicians select the proper tools and to indicate safety measures in their use. Contents include informative materials and tests (essays, simple recall, true-false, and matching) on these topics: pliers, screwdrivers, saws, drilling tools and equipment, hammers, soldering equipment and supplies, measuring tools, conduit and pipe tools, fishing tools and materials, test lights, and chisels. A final pictorial-recall test on residential wiring tools is included. No answer keys for any of the tests are available. (YLB)

ED 227 240 CE 035 141

Rivera, William M.
International Strategies for the Development of Adult Education: A Review and Critique.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; Adults; *Educational Assessment; *Educational Planning; *Educational Policy; Educational Principles; *Government Role; *International Education; International Relations; Literacy Education; Policy Formation; Public Policy

Few assessments are critical of the purposes and goals of intergovernmental organizations as they seek to advance adult education for national development. This paper seeks to clarify connections among policy, planning, and evaluation, especially as associated with intergovernmental strategies for the development of adult education. In doing so, the author argues first that the advancement of adult education policy leads inevitably to "system," i.e., integration into public (government-mandated) educational systems. Secondly, manpower development is examined as an adult education planning strategy and found limited; in this regard, the "cultural" approach to planning is reviewed. Evaluation is then analyzed not as a process or tool but as an expression of the values underlying policy and planning. Accordingly, the focus of intergovernmental agency evaluations on cost statistics is criticized as an inadequate measure of the merit of adult educational programs. While intended as a review and critique of these intergovernmental strategies, this paper hopes to draw further attention to national issues in adult education and to foster consideration of the impact of international strategies on adult educational policy, planning, and evaluation. (Author/KC)

ED 227 329 CE 035 414

Daniel, Mark; And Others

The Relationship of Aptitudes to the Performance of Skilled Technical Jobs in Engine Manufacturing. Technical Report 1982-5 and Supplement .

Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.

PUB DATE- Sep 82

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Academic Aptitude; *Aptitude Tests; *Engines; Job Analysis; *Job Performance; *Mechanical Design Technicians; Personnel Evaluation; Predictor Variables; Questionnaires; Skilled Occupations; Success; Surveys; Technical Occupations; *Test Validity; *Vocational Aptitude

A study examined the relationship of aptitudes to the performance of skilled technical jobs in engine manufacturing. During the study, several approaches were utilized, including criterion-referenced validation, taxonomic validation, construct validation, and detailed anlaysis of the behaviors involved in performing the jobs. The study sample consisted of 224 employees who performed 28 technical jobs related to engine manufacturing. Researchers concluded that performance in these jobs is best predicted by the following aptitude components: verbal reasoning (measured by reading comprehension, logical reasoning, and figure-series tests), spatial ability, clerical speed, manual dexterity, academic ability (measured by tests of induction and numerical ability), and visual pursuit. Furthermore, the technicians averaged higher than the general population on most of the tests measuring abilities that predict success on the job. While the validity coefficients found in the study are reduced in size by the restricted range of job performance and job ability in the sample, it is reasonable to expect that they would have been higher if a broader range of aptitudes and job performances were represented in the sample. (The test instruments used and guidelines concerning their use are provided in appendixes and in an attached supplement.) (MN)

ED 227 343 CE 035 442

Broussard, Vernon; Wulf, Kathleen
Some Solutions to Vocational Education Problems of Minority, Disadvantaged and Handicapped Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Disabilities; *Disadvantaged Youth; Educational Policy; Employer Employee Relationship; Employment; Employment Opportunities; *Employment Programs; High Schools; *Job Training; *Minority Groups; Policy Formation; Program Improvement; *Public Policy; *Vocational Education; Work Experience Programs; Young Adults

Society must take steps to provide desirable employment for disadvantaged minority youth. Since vocational education is the largest of the public-supported training programs, it must be in the vanguard to ensure development of job and career opportunities for all citizens who want to work, especially racial and ethnic minorities, handicapped persons, and women. The following 13 actions are recommended to accomplish this: (1) create public service jobs that can lead to career advancement; (2) revise protective legislation; (3) encourage large employers to consider the effects of their decisions to hire minority groups and to continue employment opportunities for them by such actions as providing transportation, and so forth; (4) encourage and help young women who become pregnant to finish high school; (5) help employers provide ways for workers to move from low-paid to higher-paid jobs either through job redesign or worker retraining; (6) upgrade vocational education and encourage minority youth to enter the more desirable programs; (7) expand work/study programs; (8) redouble efforts to end employment discrimination; (9) review licensing requirements and remove obstacles to minority groups; (10) assure jobs for young persons who complete training programs in the private or public sector; (11) accept more minority group members in the armed forces; (12) provide more rehabilitation and training for law offenders before they are released; and (13) broaden education and work opportunities and create more flexibility in entering and leaving school. (KC)

ED 227 448 CS 007 024

Johnston, Peter; Afflerbach, Peter

Centrality and Reading Comprehension Test Questions.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Higher Education; *Item Analysis; *Reading Comprehension; *Reading Research; *Reading Tests; Standardized Tests; *Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Discrimination Index

A study examined the nature of the questions contained in two major standardized reading comprehension tests in terms of their centrality to the text. It was hypothesized that the use of a discrimination index for item selection would tend to favor relatively trivial questions. Half the reading selections from the Stanford Diagnostic Reading Test (SDRT), which gives more weight to item discrimination indexes, and the Metropolitan Reading Test (MRT), which does not, were randomly selected. The multiple choice questions that followed each reading selection were transformed into statements by adding the correct answer to the question stem. Thirty faculty and graduate students from a school of education read each of the 10 passages and were asked to rate each statement on a four-point scale as to whether it was central or peripheral to comprehension of the passage. Thirty-seven percent of the items from the SDRT were rated peripheral, while only 12% of the items from the MRT were so rated. When the mean for all statement ratings was figured, the statements from the SDRT were found to be significantly more peripheral than those from the MRT. Since the Stanford manual clearly states that discrimination indices played a large part in decisions about which items to include, the finding adds some credence to the suggestion that an emphasis on the discrimination index in test item selection will tend to favor more trivial items. (HTH)

ED 227 523 CS 504 131

Cullen, Jack B.
Ann Eliza Young: A Nineteenth Century Champion of Women's Rights.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; Cultural Differences; Cultural Influences; *Feminism; *Religious Cultural Groups; *Rhetoric; *Rhetorical Criticism; *Social History; *Speech Skills; United States History
IDENTIFIERS- Polygamy; *Young (Ann Eliza)

Concentrating on the efforts of such nineteenth century women's rights advocates as Susan B. Anthony and Elizabeth Cady Stanton, communication researchers have largely overlooked the contributions made to the cause by Ann Eliza Young. The nineteenth wife of Mormon leader Brigham Young, Ann Eliza Young left her husband and took to the speaker's platform in an effort to expose the Mormon practice of polygamy. Under contract to James Redpath's Lyceum Bureau, Mrs. Young traveled the United States speaking about her personal experiences in a polygamous society and about the practice itself. In 1875, she spoke to the United States Congress, and her speech is generally credited with bringing about the passage of the Poland Bill, which was designed to reorganize the judicial system in Utah and thus make it possible to bring polygamists to trial for the first time. The reasons for Mrs. Young's success as a speaker are many, including the unique nature of her subject matter, her striking personal appearance, her dynamic sincerity when speaking, her confidence, and her clear voice and appealing platform decorum. It was psychologically, however, that she had the greatest impact on her audiences. For she epitomized the down trodden, helpless woman, a victim of slavery who dared to break free and do battle against seemingly insurmountable odds. Ann Eliza Young was truly a champion of women's rights--one deserving of more notice. (FL)

ED 227 554 EA 015 475

Mikkelsen, Vincent P.; Joyner, Wilton G.
Supervisor Personality and Task Preference.
PUB DATE- 7 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Analysis of Variance; *Dogmatism; Elementary Secondary Education; *Job Performance; *Personality; *School Supervision; *Supervisors; Tables (Data)

The purpose of this study was to determine the relationship between an instructional supervisor's behavior and personality. A survey instrument was used to determine how frequently 56 supervisors preferred to perform and actually performed 10 major supervisory tasks. The Rokeach Dogmatism Scale was used to measure the individual's belief-disbelief system. The respondents were grouped into three categories according to the level of measured dogmatism, and the data were analyzed with the use of an analysis of variance procedure to determine if personality and behavior were related. Findings indicate that closed-minded supervisors preferred to perform public relations tasks and that open-minded supervisors performed two tasks more frequently: organizing for instruction and evaluating. The effects of personality, however, were not as powerful as expected. (Author/MLF)

ED 227 569 EA 015 492

Local Control: Use It or Lose It.

California School Boards Association, Sacramento.

PUB DATE- May 82

AVAILABLE FROM- California School Boards Association, 916 23rd Street, Sacramento, CA 95816 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Boards of Education; Categorical Aid; Citizen Participation; Citizens Councils; *Cooperative Programs; *Coordination; Elementary Secondary Education; Resource Allocation; *School District Autonomy; State Aid; *State Legislation; *State Programs

IDENTIFIERS- California; California Education Code

Two California laws have increased the autonomy of local school districts. As of January 1982, virtually all provisions of the California Education Code can be waived at the request of local school boards with the approval of the state board of education. Under Article 2 of Assembly Bill 777, Chapter 100, programs that may be waived include state testing requirements, immunization programs, class size, bilingual education, and mandatory attendance age. The local governing board can apply for a waiver on behalf of a single school site, multiple sites, or on a districtwide basis. School boards requesting a waiver must provide an opportunity for community input, including the participation of parents, teachers, staff, administrators, and students. The second law, Article 3 of Chapter 100, allows schools to coordinate state-funded programs, which means that staff supported from a certain funding source may serve more pupils than those identified for that particular program. The governing board must decide which schools may consider a coordinated program and which funds it will allow to be coordinated. Under Article 3, programs must be recommended for coordination by a school site council. The intent of this article is smoother administration of programs and attention for every student rather than for selected students. (JM)

ED 227 617 EC 151 062

Linder, Toni
The Colorado Guidelines for Preschool Special Education Programs.
Colorado State Dept. of Education, Denver.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 81
GRANT- G007902569
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Community Resources; Curriculum; *Disabilities; Early Childhood Education; Handicap Identification; *Intervention; *Parent Participation; Preschool Education; Program Administration; *Program Development; Program Evaluation; Special Education; Staff Development; *Student Evaluation
IDENTIFIERS- Colorado

A rationale for early childhood and parent involvement programs is provided in this volume, along with guidelines and examples of how to proceed. Each of its nine chapters includes a bibliography. Chapter 1, "Rationale for Early Intervention," examines such topics as the importance of the early years, teaching parents to intervene, and cost effectiveness. Chapter 2, "Program Administration," covers identification, responsibilities of the coordinator/director, confidentiality, medication, and other topics. Philosophy, staffing pattern, theoretical models, and the child and the environment are discussed in chapter 3, titled "Conceptualizing and Developing a Program." Chapter 4, "Coordinating Community Resources," looks at a rationale for interagency coordination, overcoming barriers, and the data collection process. Among the topics considered in chapter 5, "Screening and Assessment," are screening, the IEP (individual program plan), and appropriate evaluation procedures. In chapter 6, "Curriculum," sections look at major program areas, social/emotional sequences, and the gifted handicapped. Chapter 7, "Parent Involvement," examines the effect of a handicapped child on the family system, problem-solving counseling, parent advisory committees, and other topics. Chapter 8 is titled "Staff Development" and chapter 9 covers "Evaluation." The manual includes a glossary of about 40 terms. Appendix A describes funding sources and appendix B gives examples of evaluation forms. (JC)

ED 227 285 CE 035 318

Rice, Eric; Hughes, James H.
Interpersonal Skills and Communication. Apprentice Related Training Module.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; Career Education; *Communication Skills; Definitions; *Interpersonal Communication; *Interpersonal Competence; Listening Habits; *Listening Skills; Postsecondary Education; Pretests Posttests; *Questioning Techniques

One in a series of core instructional materials for apprentices to use during the first or second years of apprentice-related subjects training, this booklet deals with interpersonal skills and communication. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the three instructional chapters included in the booklet are communication requirements and components, listening, and asking questions. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 302   CE 035 335

Hughes, James H.
Communicating with Apprentices. Instructor Training Module #10.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Communication Skills; Inservice Teacher Education; *Interpersonal Communication; *Interpersonal Competence; Postsecondary Education; *Student Teacher Relationship; *Teacher Response

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with communicating with apprentices. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are identifying aspects of good interpersonal communication, developing personalizing and initiating skills, developing attending and responding skills, and developing initiating skills. Each chapter contains an introduction and objectives, a discussion of when and why to use the particular skill being addressed, examples, additional information, and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, a posttest, and answers to the posttest. (MN)

ED 227 315 CE 035 352

Oldsen, Carl F.
Communication Linkage Implementation Study: A Computer Based Message System for Vocational Education. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Computer Oriented Programs; *Cost Effectiveness; Cost Estimates; Databases; *Dial Access Information Systems; Information Dissemination; *Information Networks; Information Services; Information Systems; Online Systems; Organizational Communication; *Program Costs; Program Effectiveness; *Program Improvement; Reference Services; *Vocational Education
IDENTIFIERS- *Computer Based Message Switching Network

Membership in the Computer-Based Message Switching (CBMS) network increased to 33 agencies and organizations as a result of project work to establish an electronic communication system for vocational education program improvement. The project was funded by the Office of Vocational and Adult Education under the Applied Research and Development Function of the National Center for Research in Vocational Education. Membership in the CBMS now includes all 6 regional curriculum coordination centers, 3 national organizations, and 24 state educational agencies. During the initial year of operation, approximately 220 messages were exchanged each month by network members. Uses included transmittal of routine messages, requests for information or resources, responses to requests, transmittal of product distribution information, announcement of new products, tracking of projects and products, announcements of meetings, and news about conference events. Cost for each of the monthly messages (assuming five minutes each for messages totaling 1,100 minutes per month) was approximately $2, or $440 per month. Telephone messages (at $5 each) would total $1,100, while letters (at $7 each) would total $1,540. Therefore, the CBMS network will provide substantial savings for users, even when the National Center for Research in Vocational Education stops funding it and users have to pay the estimated cost of $200 per year. (KC)

ED 227 357 CE 035 462

Moss, Jerome, Jr.; Copa, George H.
Evaluation, Inquiry and Local Planning in Federal Vocational Legislation. Occasional Paper No. 1.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Accountability; *Educational Legislation; *Educational Planning; *Federal Legislation; Federal Programs; Government Role; Needs Assessment; Policy Formation; Position Papers; Postsecondary Education; *Program Evaluation; Public Policy; *School Districts; Secondary Education; *Vocational Education

This occasional paper consists of three essays devoted to evaluation, inquiry, and local planning in federal vocational legislation. In their paper entitled "Evaluation and Accountability in Federal Vocational Legislation," Jerome Moss, Jr. and George H. Copa propose a rationale and a set of recommendations for federal legislation dealing with evaluation and accountability in vocational education. The second paper, "Inquiry as a Means of Reform and Renewal in Vocational Education," by Jerome Moss, Jr., examines the need for inquiry; outlines some guidelines for federal investment in inquiry; and proposes a series of legislative recommendations pertaining to authorization, inquiry for reform, and inquiry for renewal. In his essay entitled "Local Planning in Federal Vocational Legislation," George H. Copa discusses the following topics: the nature of planning, local planning decisions in vocational education, the context for local planning in vocational education, the mission of and performance requirements for vocational education, time horizons and factors to consider in planning vocational education, and implications for local planning recommendations in federal vocational legislation. (MN)

ED 227 371 CE 035 505

Canora, Vivien

Parent Awareness. Sex Equity Training Package. Unlocking Nontraditional Careers. Research and Development Series No. 215C.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 81

CONTRACT- 300-78-0032

AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD215C--$5.10; complete set--$44.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Attitude Change; *Career Choice; Educational Benefits; Employment Opportunities; Employment Projections; High Schools; Labor Market; Labor Needs; *Nontraditional Occupations; *Occupational Information; *Parent Attitudes; *Sex Fairness; Student Attitudes; *Vocational Education

This training package consists of materials for high school guidance counselors to use to make students' parents aware of the different vocational programs and of their value to students in order to gain parent support. It also helps students reach informed decisions regarding which courses to take and which future jobs to prepare to fill. The package consists of a series of activities for use in a variety of settings with parents of potential students of nontraditional vocational education programs. Among the segments are group discussions, a filmstrip presentation, an attitudinal checklist, a quiz, and a forum that includes a discussion of a summary of nontraditional occupations that need to gain a greater balance between the sexes, with a job market forecast of anticipated vacancies. The material in the package is planned for a 3-hour evening session or a half day. The package contains a list of materials needed and teacher notes, a script for the filmstrip, handouts, and transparency masters. (KC)

ED 227 386 CG 016 514

Goodman, Paul; And Others
Some Observations on Specifying Models of Group Performance.
Carnegie-Mellon Univ., Pittsburgh, Pa. Graduate School of Industrial Administration.
SPONS. AGENCY- Bureau of Mines (Dept. of Interior), Washington, D.C.; Department of Energy, Washington, D.C.
PUB DATE- Aug 82
CONTRACT- DE-AD-01-14186; J-0100069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Coal; Employers; Group Dynamics; *Groups; Human Resources; *Job Performance; Mining; Models; Organizational Effectiveness; *Organizational Theories; Performance; *Productivity; Skill Development; Teamwork

The purpose of this paper is to identify some critical dimensions in specifying a model of group performance. In the first section, the boundaries of the paper, e.g., work groups that produce some identifiable good or service, are discussed. In the second section some models of group performance are explored in order to illustrate theories of group performance. Commonalities and problems associated with the models in section two are highlighted, e.g., flow chart theorizing, and misspecification problems. Areas to be considered in developing a model of group performance are discussed in detail including use of a single criterion, ideographic production models, production process uncertainty, parsimonious models, construct specification, a refocus on technology, and the ordering of the model's variables. (MCF)

ED 227 402 CG 016 534

Jacob, Theodore
Alcoholism and Family Interaction.
PUB DATE- 25 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Alcoholism; *Behavior Patterns; Behavior Theories; Cohort Analysis; *Family Influence; Family Problems; Marital Instability; Nuclear Family; Personality Traits; Program Descriptions; *Research Methodology; *Systems Approach

Historically, alcoholism has been defined as an individual problem, and as a result, family factors have received little attention. During the past decade, however, a new theoretical-methodological perspective has been introduced which draws upon general systems theory for rationale, family theory for substance, and behavioral psychology for method. To understand interaction patterns in families with an alocholic member, three groups of families (N=90) were compared. In the experimental group, the husband/father was an alcoholic. In the two control groups, husbands were either social drinkers or depressed with no drinking problems. Laboratory and home observations were made of family interaction and four personality and adjustment measures were administered. In addition the husbands completed the Quantity Frequency Index to determine amount of alcohol consumed during a 1-month period. Preliminary results showed husbands who consumed large amounts of alcohol and were steady rather than binge drinkers were less symptomatic and maintained better marital adjustment than those who drank less. These results suggest the possiblity that family adaptation to drinking patterns may perpetuate drinking. However, further research is needed to assess drinking, psychiatric symptoms, and marital satisfaction on a day-to-day rather than a retrospective basis to determine the actual covariation among these variables. (JAC)

ED 227 418 CG 016 551

Strein, William
Applying the Supervisory Pool Concept to Supervision in School Psychology.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; *Human Resources; Models; Peer Relationship; *Professional Development; *School Psychologists; Self Help Programs; State of the Art Reviews; Supervision; *Supervisory Methods; Teamwork

This paper explores a model of self-supervision for professional school psychologists which maximizes the amount of supervisory resources available. The history and current status of supervision in school psychology is reviewed. One model of self-supervision for professional school psychologists, the supervisory pool concept, is described and discussed. Major supervisory resources which may be required by the supervisory pool concept are identified and discussed; these include other psychologists, guidance counselors, teachers, administrators, parents, and research and professional organizations. The role of the designated supervisor is explored. Implications for the use of the supervisory pool, together with self-managed professional development to insure that school psychologists enjoy the benefits of effective supervision throughout their professional careers, are explored. (Author/JAC)

ED 227 434 CG 016 567

Knight, Patrick A.; Saal, Frank E.
Effects of Sex Differences on Leader Influence and Performance Evaluations.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Group Dynamics; *Group Unity; Higher Education; *Leadership; *Leadership Styles; *Performance Factors; *Sex Differences; *Sex Stereotypes
IDENTIFIERS- Experts

Although leadership has been a major research topic for decades, the study of women in leadership positions is a recent phenomenon. To examine the effects of selection agent expertise and various gender factors upon the influence and perceived expertise of male and female leaders, and upon group cohesiveness, both male (N=69) and female (N=80) leaders were selected by an agent (male or female, expert or nonexpert) to lead groups whose task involved ranking the importance of areas of study for either a "masculine" or "feminine" academic major. After completing the rankings, group members answered questionnaires and received feedback indicating the group's average ranks and also the leader's ranking. Based on this feedback, students reranked the items and completed a second questionnaire. Data analyses showed that while the influence of the leaders was unaffected by the manipulations, ratings of expertise and group cohesiveness were affected. Leaders selected by experts were given higher expertise ratings than were those selected by nonexperts, as were leaders working on masculine as opposed to feminine tasks. Also, in the feminine task condition, perceived expertise was higher for female leaders chosen by female agents. Cohesiveness ratings were highest for groups with leaders chosen by experts, except for groups with male leaders and masculine tasks, where cohesiveness ratings were higher when the agent was a nonexpert. Given the gender differences found here, ratings of leader characteristics could systematically discriminate against either male or female leaders when compared to influence measures. (Author/PAS)

ED 227 464 CS 007 042

Pearson, P. David; Fielding, Linda

Instructional Implications of Listening Comprehension Research. Reading Education Report No. 39.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Auditory Perception; Cognitive Processes; Elementary Secondary Education; Integrated Activities; Learning Modalities; Learning Theories; *Listening Comprehension; *Listening Skills; Literature Reviews; *Reading Comprehension; *Reading Research; Schemata (Cognition); Teaching Methods

While listening comprehension is perhaps the most ignored area of the language arts, a review of the literature suggests that it is deserving of more classroom instructional time. Involving the simultaneous orchestration of skills in phonology, syntax, semantics, and knowledge of text structure, listening comprehension seems to be controlled by the same set of cognitive processes as reading comprehension. However, because crossmodal transfer between reading and listening is at best imperfect, teachers cannot expect automatic improvement in listening comprehension through attention to reading comprehension. When instruction occurs in an auditory mode, though, training in many of the same skills generally used in reading comprehension does seem to work. Additionally, since many of the recent investigations in such areas as schema theory and actively negotiating meaning for a text have actually assessed listening comprehension, their instructional implications may be even more applicable to listening than they are to reading. Activities that use students' listening capabilities seem to have potential for improving reading comprehension. Repeated readings and read-along techniques, for example, rely on listening to help students learn to assign appropriate prosodic patterns to text. (Author/FL)

ED 227 479 CS 207 348

Monagle, E. Brette
Error Pattern Analysis Applied to Technical Writing: An Editor's Guide for Writers.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Editing; *Efficiency; *Error Analysis (Language); *Error Patterns; Higher Education; Statistical Distributions; *Technical Writing; *Writing Evaluation; Writing Instruction

The use of error pattern analysis can reduce the time and money spent on editing and correcting manuscripts. What is required is noting, classifying, and keeping a frequency count of errors. First an editor should take a typical page of writing and circle each error. After the editor has done a sufficiently large number of pages to identify an error pattern, the errors can be arranged in categories, alphabetically, and assigned numbers such as (1) awkward syntax, (2) choice of word, (3) lack of colon for lists and definitions, and so forth. While it is possible for authors to make a wide variety of errors, they actually make only a few, and these they repeat. Commas may be a special problem because of the large number of subcategories and rules governing them. In this instance the editor can simplify terms and produce subcategories such as (4a), (4b), and so on. Once a pattern and numbering system are established, the editor can simply circle an error and place a number above it. The authors can then refer to the rules cited on a master sheet of the most common errors that would accompany their papers. This list becomes a nameless and faceless expert, a "third part," that can prevent some of the confrontations that occasionally arise between a writer and an editor. The most important aspect of error pattern analysis is that it reduces what seems to be a thicket of possible errors to a relatively small list of those that people actually make. (HOD)

ED 227 494 CS 207 396

Mohr, Marian M.
Window Sill: Teacher-Researchers and the Study of Writing Process.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Research; Classroom Techniques; Elementary Secondary Education; English Instruction; Inservice Teacher Education; *Research Skills; *Teacher Behavior; *Teacher Improvement; Teacher Participation; *Teacher Role; *Writing Instruction
IDENTIFIERS- *Teacher Researchers

Twenty-one elementary and secondary school teachers enrolled in a course called "Writing Research: A Teacher-Researchers Seminar." The course met for 3 hours every 2 weeks during the school year. Teachers spent the first half of each class either discussing a series of research articles or talking with a visiting researcher. During the second half of the class, they met in small groups to discuss research in progress. The pivot of the course was each teacher's classroom folder. From these, the teachers developed their own research questions, gathered and analyzed data, and wrote up their findings either as an article, research paper, or research proposal. As the course progressed, it became apparent that the teachers were no longer awed and intimidated by research. Rather, they grew more confident reading and criticizing the research findings of others as they became more involved in their own. Writing honestly about their classroom problems also led teachers to a greater self assurance and encouraged them to change their teaching. Their research plans often became their lesson plans. They became more tolerant of creative chaos in their thinking and therefore more understanding of its appearance in their students' thinking and writing. Clearly teacher-researchers need the opportunity to conduct and follow up on their research. If many teachers in a school system were involved in classroom research, their findings could be combined and meaningful quantitative studies could begin. (HOD)

ED 227 509 CS 207 413

White, Edward M.
Comparison and Contrast: The 1978 California State University and Colleges Freshman English Equivalency Examination.
California State Univ. and Colleges, Long Beach.; English Council of the California State Univ. and Colleges.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTIONS- College Freshmen; Educational Testing; *Equivalency Tests; *Essay Tests; Higher Education; Objective Tests; Scoring; State Programs; Student Placement; Test Format; Testing Programs; *Test Interpretation; Test Norms; Test Reliability; *Writing Evaluation; *Writing Research
IDENTIFIERS- California

The sixth administration of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination scored by California State University and College faculty, is analyzed in this report. After a preface and short index of previous volumes, the first section of the report contains a summary and fact sheet describing the test, its results, and studies being undertaken to examine the results. The next section recounts the actual administration of the test. The section on the examination's two essay questions consists of three subsections, two containing a report from the question leader, the question itself, the directions to graders, and six sample student papers for each of the questions, and the third listing the essay readers. Section four presents a statistical report on the examination scores. The report's four appendixes contain the examination's budget, a survey of student sources of information on the examination, a report from the California State University and Colleges English Council Test Committee on the 1978 examination, and a summary report of descriptive statistics. (JL)

ED 227 555 EA 015 477

Schwartz, Cipora O.

How to Run a School Board Campaign and Win.

National Committee for Citizens in Education, Columbia, Md.
REPORT NO.- ISBN-0934460-19-1
PUB DATE- 82
AVAILABLE FROM- Publications, National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044 ($5.95 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Board Candidates; *Boards of Education; Committees; *Elections; Elementary Secondary Education; Guidelines; Letters (Correspondence); Organizations (Groups); Pamphlets; Politics of Education; Volunteers
IDENTIFIERS- Campaign Managers; *Political Campaigns; Timelines

In three chapters, this manual describes how a school board campaign should operate and presents an action plan for board candidates and their supporters. Chapter 1 discusses the candidate's role and duties. It covers the school board itself, qualifications for candidates, precampaign preparation, time required for a campaign, selection of a campaign manager, candidate preparation (including interviews, background reading, written and oral presentations, briefings, and community outreach), and campaigning itself, involving public appearances, door-to-door activities, press relations, name recognition, and meetings with the campaign manager, workers, and committee chairpersons. Chapter 1 also sketches the campaign wrap-up and outlines a week-by-week campaign timetable. Chapter 2 tells how to build a campaign organization, defines the manager's role, and delineates weekly timetables and functions for 13 committees and their chairpersons and members. The committees involve the areas of aides, absentee ballots, briefings, clerical work, finance, letters to editors and friends, mailings and literature drops, neighborhood gatherings, publicity, research, telephoning, and walkathons. Chapter 3 offers sample campaign literature for most areas, including letters, platform, brochures, and press releases. Two appendices list all state school board associations and suggest further reading. An index is attached. (RW)

ED 227 227 CE 034 831

Klewer, Edwin D.

Making Basic Math Skills Work for You in Marketing. Student Manual and Laboratory Guide.

Texas Univ., Austin. Center for Occupational Curriculum Development.

PUB DATE- 83
AVAILABLE FROM- Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Number DE 013 S--$6.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; Distributive Education; High Schools; Individualized Instruction; Learning Activities; *Marketing; *Mathematical Applications; *Mathematical Concepts; Mathematics Instruction; *Mathematics Skills; Units of Study; Vocational Education; Workbooks

This student manual and workbook is the second part of a mathematics series for use with high school students. The manual is to be used to apply the mathematics skills that students have learned in a first part called "Developing Basic Math Skills for Marketing." The manual presents conceptual instruction in mathematics in a competency based format. The book contains 14 student assignments each consisting of objectives, vocabulary terms, content with reinforcement exercises, end-of-assignment drills including appropriate study, and questions and projects. Material covered in the manual includes the following: making change, figuring multiple prices, correctly completing sales slips, figuring sales tax, balancing a cash drawer, figuring earnings, calculating a payroll, determining productivity, writing checks and making deposits, balancing a checkbook, understanding invoice terms and cash discounts, figuring other discounts and simple interest, converting to the metric system, and understanding basic financial statements. A comprehensive test completes the student manual. (KC)

ED 227 241 CE 035 178

Feldman, Mona A.; And Others
Vocational Careers in Which a Language Other Than English Is an Asset. Final Technical Report.
Miranda (L.) and Associates, Bethesda, Md.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-81-0324
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Allied Health Occupations; Banking; Bilingual Education; *Building Trades; Communications; Correctional Rehabilitation; Educational Needs; Employment Projections; Food Service; *Health Occupations; *Hospitality Occupations; Labor Needs; Law Enforcement; Nursing; Occupational Information; *Office Occupations; Police; Postsecondary Education; Prerequisites; Required Courses; Sales Occupations; Secondary Education; *Second Languages; Security Personnel; *Service Occupations; Skilled Occupations; Social Services; Social Workers; Transportation; Vocational Education

The product of a study to identify and collect data on vocational occupations in which knowledge of languages other than English is an asset, this report contains information of fifteen such occupations. Covered in the individual chapters of the report are banking, building maintenance and construction, food service, health care, hotel, media, nursing, office, protective services and correction, recreation, rehabilitation and therapy, retail and wholesale trade, social service, transportation, and travel and tourism occupations. Each chapter contains the following information: prerequisites for bilingual vocational training project development, employment projections, prerequisites for job placement, a listing of corporations and organizations that supplied data during the study, descriptions of jobs included in the given occupational area, and a career progression ladder that reflects the structure of the organizations interviewed during the study. (A project report describing the study and a guide for using the research findings presented in the report are also included.) (MN)

ED 227 256 CE 035 275

Plan Instruction for Exceptional Students. Module L-3 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-105-1
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (Write for price).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; *Disabilities; Exceptional Persons; Higher Education; *Individualized Education Programs; Individualized Instruction; Individual Needs; Learning Activities; Learning Modules; *Lesson Plans; Mainstreaming; Preservice Teacher Education; Special Education; *Teacher Education; *Vocational Education

This module, one in a series of 127 performance-based teacher education (PBTE) learning packages, focuses on specific professional competencies of vocational teachers. It is designed to give potential teachers skills in individualizing instructional plans at the program/unit level and at the lesson plan level for the exceptional students in their classes. This module contains a terminal objective (i.e., in an actual teaching situation, plan instruction for exceptional students), two enabling objectives (i.e., given a profile of an exceptional student, develop a partial individual training plan for that student), prerequisites needed, resources, terminology, and three learning experiences. The first two learning experiences focus on the enabling objectives, while the final learning experience is designed as a demonstration to the instructor that the student has fulfilled the requirements of the terminal objective. The learning experiences contain information about individual instructional plans, sample forms, blank forms, and case histories of students to use for creating the plans. A performance assessment form for teachers use completes the module. (KC)

ED 227 271 CE 035 297

Lloyd, Kent
The Federal Perspective on Vocational Education's Role in Economic Revitalization and Productivity. Occasional Paper No. 91.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- Feb 83
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC91--$2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Vocational Education; Economic Development; Economic Progress; Educational Cooperation; Educational Legislation; Federal Government; *Federal Legislation; Job Training; Postsecondary Education; *Productivity; School Business Relationship; *School Role; Secondary Education
IDENTIFIERS- *Economic Revitalization; Reauthorization Legislation; *Vocational Education Act 1963

While preparing for reauthorization of the Vocational Education Act, the United States Department of Education is looking at the inadequacies of the present law: overemphasis on process and accountability resulting in its being administratively burdensome, inadequate provision for basic skill development, and no provision for improving and developing new training programs, particularly in areas of critical skills shortages--areas necessary to economic revitalization. The Vocational Education Act needs to be refocused in the direction of cooperation between schools and employers and provision of federal incentives without federal coercion. One of the greatest needs in promoting productivity is to improve the delivery of vocational education skills and vocational education students to the employer. Management problems in the delivery system include unclear definitions of the vocational education mission at national and state levels and a need for delineation of roles and responsibilities for all partners in vocational education. The Department of Education considers the reauthorization an opportunity to target the program to high school youth; out-of-school, unemployed youth in depressed urban and rural areas; postsecondary and adult vocational students; and prisoners in penal institutions and also an opportunity to address national problems that hinder economic revitalization. (Questions and answers are appended.) (YLB)

ED 227 303 CE 035 336

Campbell, Robert E.; And Others

Enhancing Career Development: Recommendations for Action. A Review of Empirical Studies of the Effects of Career Guidance.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Career Counseling; Career Development; Career Education; Career Exploration; *Career Guidance; Career Planning; Counseling Effectiveness; Counseling Techniques; *Guidance Objectives; Guidance Programs; Interpersonal Competence; Job Skills; Literature Reviews; Outcomes of Education; Post High School Guidance; *Program Effectiveness; *Research Projects; School Counseling; *School Guidance; Secondary Education; Two Year Colleges

This study was conducted to identify and review research studies related to career guidance effects, to categorize and synthesize those findings, and to make recommendations for future practice, research, and policy. Studies selected for the review were conducted since 1970, concerned grades 9 through 14, had a sample population of 25 or more, were set in an educational agency or community service organization, and were empirical. These studies were identified through telephone contacts with career guidance experts, a computer search of the literature, letters to state departments of education, convention programs, journals, congressional hearings, and other sources. Review of the studies showed that they could be organized into five major categories according to career guidance outcomes: (1) improved school involvement and performance (41 studies); (2) personal and interpersonal working skills (30 studies); (3) preparation for careers (14 studies); (4) career planning skills (34 studies); and (5) career awareness and exploration (44 studies). The majority of the studies reported positive outcomes as a result of various methods of career guidance intervention. As a result of the study, numerous recommendations were made regarding state and federal policy, practices, and research in the field of career guidance. (KC)

ED 227 330 CE 035 416

Buddin, Richard
Determinants of Post-Training Attrition in the Army and Air Force.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics (DOD), Washington, DC.
REPORT NO.- Rand-P-6707
PUB DATE- Dec 81
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aptitude; Dropout Research; *Dropouts; Educational Attainment; Family Status; *Individual Characteristics; Influences; *Military Personnel; *Military Training; Postsecondary Education; *Student Attrition; *Work Environment
IDENTIFIERS- *Air Force; *Army

A study was conducted to identify the separate influences of individual background characteristics and service environment on post-training attrition in the Army and Air Force. A second objective of the study was to determine whether the correlates of post-training attrition vary across services and military occupations. Data for the analysis of attrition behavior were obtained from the FY75 Cohort File created by the Defense Manpower Data Center. These data indicate that military occupation and duty location are significantly correlated with post-training attrition, after controlling for individual characteristics. Among individual characteristics, the research demonstrates that high school graduates have much lower post-training attrition rates than nongraduates and that participation in a delayed entry program prior to entering the military tends to reduce substantially the likelihood of attrition. Married recruits are less likely to leave early than single recruits, but the presence of children enhances attrition. Recommendations were made calling for more stringent accession screens, for changing personnel practices to reduce the incentives to leave high-attrition work environments and locations, and for either altering the mix of military occupations held or enhancing the attractiveness of high-attrition occupations. (MN)

ED 227 344 CE 035 444

Competency-Based Cooperative Office Education. Vocational Education Curriculum Guide. Revision. Bulletin 1246.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Advisory Committees; Communication Skills; *Competency Based Education; *Cooperative Education; Cooperative Programs; Educational Equipment; Human Relations; Instructional Materials; Job Search Methods; Legal Responsibility; Minimum Competencies; Office Machines; *Office Occupations Education; Office Practice; *Program Development; Program Evaluation; *Program Implementation; Public Relations; Recordkeeping; Secondary Education; Shorthand; State Curriculum Guides; Student Evaluation; Student Placement; Telephone Usage Instruction; Typewriting; Word Processing

IDENTIFIERS- Business Mathematics; *Louisiana

This curriculum guide, dealing with competency-based cooperative office education in the State of Louisiana, consists of 10 chapters on program implementation and 12 instructional units. Covered in the first part of the guide are cooperative office education programs; coordination, program management, and student placement; legal responsibilities; advisory committees; public relations; classroom necessities; reports; student organizations; supplemental materials; and the evaluation process. Topics addressed in the instructional units include telephone techniques; word processing; human relations; securing and keeping job communication skills; financial records; business math and machines; typing; shorthand; office procedures; and specialized offices, such as banking, insurance, legal, and medical offices. (MN)

ED 227 449 CS 007 025

Tway, Eileen
Language Experience in Luxembourg: Learning to Read in Three Languages.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; *Foreign Countries; Global Approach; Integrated Activities; *Language Experience Approach; Language Skills; *Reading Instruction; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- *Luxembourg

In Luxembourg, children learn to read in two languages beyond their native Luxemburgish. Beginning in the first grade, children start on German, and in second grade, they begin the study of French and continue to study the two languages intensively throughout the elementary school years. How do elementary school teachers approach such a formidable task as teaching in a second and third language? First, there is a commitment and an intensity to the study and practice of language. Children are actively involved in every language lesson, whether through reading, discussing, writing, role playing, or other activities. Every lesson includes language experiences in listening, speaking, reading, and writing. Second, teachers use a global approach--moving from wholes to parts and then working on a synthesis. Language skills are applied as they are learned, or rather, learned as they are applied. Media, such as overhead projectors and records or tapes are much in evidence in every classroom. And, finally, there are low class enrollments with 23 or fewer students. In addition, because of the great number of foreign immigrants to the country, teachers are relying more than ever on a language experience approach, building lessons around the children's interests. These observations have implications for the teaching of reading in the United States: (1) help children find the power in language and its creative possibilities, and (2) interrelate the language arts. (HOD)

Schmidt, Wallace V.; And Others
Factors Influencing Federal Employee Worker Satisfaction: A Baseline Study.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; *Communication Research; Demography; *Employee Attitudes; Employer Employee Relationship; *Federal Government; *Job Satisfaction; Occupational Surveys; *Organizational Communication; *Work Attitudes; Work Environment
IDENTIFIERS- *Federal Employees

Utilizing data from the Federal Employee Attitude Survey, 1979, a survey was distributed to a stratified random sample of 20,000 employees to identify and analyze the factors influencing federal employee worker satisfaction. Questions on the survey ranged from demographics to personal evaluations of the work environment as recorded on a five-choice Likert scale. Analysis of findings showed that meaningfulness of work, autonomy in the job, feedback received, role clarity, and satisfaction with pay consistently increased job satisfaction. Consistently, higher levels of intrinsic motivation proved to be negatively associated with satisfaction. Further analysis indicated that job satisfaction was more dependent upon factors that related to the tasks themselves, while overall working conditions seemed to have less impact. Autonomy in the workplace, group cohesiveness, feedback, levels of trust, and role clarity appeared to have more impact on job satisfaction than salary. Additionally, educational level and age appeared to be significant demographic factors affecting job satisfaction. Major areas of dissatisfaction appeared to center upon inadequacies of performance appraisals, a lack of knowledge of what would influence promotion and pay increases, and insufficient credit for public service. It was also commonly cited that bureaucracies were impersonal because of their emphasis upon specialization and fragmentation and their resistance to innovation. (HOD)

ED 227 540 EA 015 125

Stallworth, John T.
Identifying Barriers to Parent Involvement in the Schools: A Survey of Educators.
Southwest Educational Development Lab., Austin, Tex.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Decision Making; Educational Resources; Elementary Education; *Parent Participation; Parent School Relationship; Parent Student Relationship; Principals; School Activities; School Administration; *School Policy; Tables (Data); *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Multistate Surveys

A questionnaire survey of elementary teachers and principals investigated their attitudes toward parent involvement in schools and sought to find whether barriers to parent involvemnt were related to school policies and procedures, teacher or principal attitudes, lack of resources, or lack of knowledge or skills. Of the random sample of 2,000 teachers and 1,500 principals--located in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas--45 percent responded. Attitudinal data were collected on parent involvement in 20 educational decisions and 7 specific involvement roles and on the extent of current parent involvement in 28 specific school decisions. Data analysis was performed using frequencies, averages, and Likert-scale ratings of items. The results show both teachers and principals favor parent involvement in helping their children with school work and in playing support roles for school activities, but do not favor involvemnt in curriculum and instruction decisions or school administration and governance. The results suggest school policies and procedures, as well as teacher and principal attitudes, are not barriers for favored types of parent involvement but may be barriers for nonfavored types of involvement. (RW)

ED 227 586 EA 015 510

Schoppmeyer, Martin W., Comp.
Equity in School Finance.
Arkansas State Commission for Public Elementary and Secondary School Finance, Little Rock.
PUB DATE- 1 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Accreditation (Institutions); Cost Estimates; *Educational Equity (Finance); Elementary Secondary Education; Equal Education; *Equalization Aid; *Finance Reform; Hearings; Property Taxes; School Accounting; State Aid; *State School District Relationship; Tax Allocation; Tax Effort; Tax Rates
IDENTIFIERS- *Alma v Dupree; *Arkansas

The court decision in the case of "Alma v. Dupree," finding the Arkansas School Finance System unconstitutional, ordered the State of Arkansas to establish a valid school finance system. Subsequently, the State's General Assembly created a 15-member commission to develop a plan for implementing an adequate and equitable school finance system. This report constitutes a summary of the decisions made by the committee. It consists of several major sections that cover the background of the commission, the considerations involved in the development of the new formula, the plan itself, proposed treatment of related issues, a summary of commission recommendations, legislative proposals, and commission responses to 49 findings of fact in the case. Among proposed equalization measures are a staffing allowance for each district that employs teachers or counselors who hold master's degrees, and a facility allowance for payment of principal and interest on commercial bonds. Approximately half of the document is composed of appendixes including a table of the estimated wealth for each county, estimated accreditation costs for all school districts, the annual fiscal report analysis of the school districts, and other related items. (MLF)

ED 227 601 EA 015 530

Cowles, Millie; And Others
School Begins with Kindergarten: A Resource Book for Principals.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; Curriculum; Early Childhood Education; *Kindergarten; Parent School Relationship; *Principals; Program Administration; Skill Development; State Standards

To help primary and elementary school principals in South Carolina, this short manual identifies aspects to be considered when developing a kindergarten program. Part 1 discusses the reasons for having kindergartens, lists the skills to be developed in kindergarten (including motor, personal-social, perceptual, auditory, visual, memory, and problem-solving development), and notes the place of kindergarten in the total school curriculum. Part 2 covers the kindergarten curriculum and the principal's role in relation to it, while part 3 elaborates on the principal's administrative role in the kindergarten program and the principal's interpretation of the program to the school community, parents, and the larger community. In part 4, parent-principal relations are examined more closely and specific activities are suggested to help the principal enhance parents' relationship with the school. Part 5 describes the State plan for kindergarten, including the outcomes desired and general requirements for kindergarten materials, schedules, staff, transportation, enrollment, evaluation, parent communications, food service, and library resources. A brief bibliography of resources is appended. (RW)

EC

ED 227 210 CE 032 968

Animal Reproduction and Breeding. Student Materials. V.A. III. II-A-1 through II-A-8 .

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Agricultural Education; *Animal Husbandry; Birth; Botany; *Genetics; Heredity; Learning Modules; *Livestock; Physical Examinations; Plant Propagation; Postsecondary Education; Pregnancy; *Reproduction (Biology); Secondary Education; *Vocational Education; Zoology

IDENTIFIERS- *Artificial Insemination

Part of a series of eight student learning modules in vocational agriculture, this booklet deals with animal reproduction and breeding. The topics covered are genetics, animal reproduction, breeding methods, artificial insemination, pregnancy diagnosis, and parturition care. Each section ends with a glossary and a quiz. (PLB)

ED 227 286 CE 035 319

Rice, Eric
Basic Physical Science. Apprentice Related Training Module.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; Career Education; *Electricity; Energy; Heat; *Mechanics (Physics); *Physical Sciences; Postsecondary Education; *Power Technology; Pretests Posttests

One in a series of core instructional materials for apprentices to use during the first or second years of apprentice-related subjects training, this booklet deals with basic physical science. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the four instructional chapters included in the booklet are the relationship among work, power, and energy; mechanical energy and mechanics; heat energy; and electrical energy. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 570 EA 015 493

Edelman, Phyllis R.
Planning: The Key to Tomorrow.
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Board of Education Policy; *Board of Education Role; *Budgeting; Cost Estimates; Educational Objectives; Elementary Secondary Education; *Long Range Planning; Needs Assessment; Organizational Objectives; Program Costs; *Resource Allocation

To determine what lies ahead for a school system and to be ready for it, school board members need to plan, this paper maintains. The author makes suggestions for several components of planning, including goal setting and developing priorities for facility use, staffing, programs, and services. The importance of the school district budget and policies are emphasized as tools for planning how to meet future needs. The author recommends and discusses analyzing statistics on projected enrollments, projecting revenues and expenditures, carefully developing policies and priorities, and analyzing cost/benefit, staffing, and facility budget priorities. The paper closes by recommending that systems that lack resources to gather information needed for planning hire a consultant. (JM)

ED 227 618 EC 151 063

A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT). Part I. Program Performance Report.

Illinois Univ., Urbana.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 30 Jun 82
GRANT- G008100866
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Articulation Impairments; *Creativity; Demonstration Programs; *Disabilities; *Learning Disabilities; *Physical Disabilities; Preschool Education; Screening Tests; *Talent; Talent Identification
IDENTIFIERS- *Gifted Handicapped

A 1981-1982 performance report is presented for the University of Illinois' Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT), which served learning-disabled, speech-impaired, orthopedically impaired, and other disabled children (3-5 years old) and provided technical assistance to replication sites. Screening was undertaken with 423 handicapped children, of which 88 were identified as having one or more potential talent areas for programming, and 86 received RAPYHT programming. Thirteen replication sites involving 39 classrooms were selected in New Jersey, West Virginia, New Hampshire, and Colorado, and training was provided by RAPYHT staff in procedures for screening, identifying, and assessing talent in young handicapped children. In addition, presentations and materials disseminated at the replication sites were designed to increase awareness of the RAPYHT Model, and handouts in 20 states and Canada included awareness materials, screening information, talent identification materials, programming manuals, and family involvement materials. Procedures were also developed and tested for dissemination of the RAPYHT Model. Detailed data on program activities and results, including children served by site and workshop. Program evaluation questions and results are presented. Additionally, a guide is given which addresses the following components: assessment of child's level of functioning in talent components; program planning and implementations; and evaluation of child's progress in four areas of creative talent. (SEW)

ED 227 316 CE 035 354

Lowry, Cheryl Meredith; And Others
The Self-Reported Preparation of Recent Vocational Teacher Education Graduates to Instruct Exceptional Students.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Graduates; Educational Needs; *Exceptional Persons; Higher Education; Methods Courses; Outcomes of Education; *Preservice Teacher Education; *Program Improvement; Teacher Education; Teacher Education Curriculum; Teacher Education Programs; *Teacher Qualifications; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Special Needs Students

A study was conducted to determine how prepared recent vocational teacher education graduates consider themselves to be in teaching eight groups of exceptional students in regular vocational education classes. The 2,091 participants were 1981 graduates of vocational teacher education programs in 29 states. About 52 percent of these teacher graduates returned a mailed questionnaire about how prepared they felt themselves to be to perform 16 professional tasks for exceptional students. (Exceptional students were defined as physically and/or sensory impaired, mentally retarded, gifted and talented, limited English speaking, economically disadvantaged, racial/ethnic minority group members, those enrolled in programs nontraditional for their sex, and adults who are retraining.) It was found that the graduates were not uniformly prepared for teaching exceptional students, especially students with limited English proficiency and adults. It was also found that many of the graduates were unprepared for program evaluation, and few had significant contact with exceptional persons. Finally, only about half of the students had been required to take courses relevant to teaching exceptional persons. Recommendations were made for changes in teacher preparation programs to remedy these deficits. It was also recommended that schools conduct periodic needs assessments of their programs to determine such deficits and to alter their programs. (The study cautioned that a majority of responders were white, female, home economics graduates, which may limit the study's results.) (KC)

ED 227 358 CE 035 480

Mortimore, Douglas; Wood, Wilma
Recordkeeping, Bookkeeping, Accounting Survey.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Accounting; *Bookkeeping; Business Education; Business Skills; Employment Experience; *Employment Qualifications; *Entry Workers; Evaluation; High Schools; Job Skills; Office Occupations Education; Questionnaires; *Recordkeeping; Surveys
IDENTIFIERS- *Alberta

The congruency between Alberta senior high school recordkeeping, bookkeeping, and accounting curricula and the entry-level skills of employees of business was examined. The investigation was a replication of one conducted by West (1973) in New York City and had very similar findings. Questionnaires that were developed from the job activities list from Alberta Curriculum Guides collected information from 118 employees (entry-level bookkeepers and accounting clerks). An overwhelming majority of the respondents reported that they did not perform skills taught in Alberta high schools. A very small number reported that employers required a recordkeeping, bookkeping, or accounting background from high school. Job experience was required. Post-high school experience was not always required for entry-level employees. Employment and advancement opportunities depended very little on formal high school skill training. (Appended materials, amounting to over three-fourths of the document, include data tables; summaries of survey responses; a sample questionnaire; a literature review citing purpose, scope, methodology, and findings of nine studies; and a bibliography.) (YLB)

ED 227 372 CE 035 506

Spain, Rodney K.
Recruitment Skills. Sex Equity Training Package. Unlocking Nontraditional Careers. Research and Development Series No. 215D.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD215D--$5.50; complete set--$44.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Affirmative Action; Educational Benefits; Educational Resources; Learning Activities; Learning Modules; *Nontraditional Occupations; Postsecondary Education; Publicity; *Public Relations; *School Community Relationship; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; *Student Recruitment; Transparencies; Units of Study; *Vocational Education; Work Attitudes; Workshops

These workshop materials are designed to aid recruiters of nontraditional vocational programs in publicizing their training opportunities. Information is included on convincing vocational educators to recruit nontraditional students, speaking effectively with journalists about program activities, and writing public relations materials. The workshop contains three units that can be presented independently. The first unit provides six sound reasons why vocational educators should recruit nontraditional students. The unit focuses on benefits for the vocational educators rather than on the value of nontraditional training to the students. Unit 2 helps recruiters to work more effectively with journalists. The unit helps recruiters to learn how to create newsworthy events that will entice media coverage and then explains how to interact professionally with reporters. The final unit trains vocational educators to write public relations materials without the help of professional advertisers. Each unit contains objectives, a daily outline, and learning activities. The package also includes lectures, handouts, transparency masters, and public relations samples. (KC)

CG

ED 227 387 CG 016 515

Addressing Domestic Violence: A Guide for School Personnel.
New York State Education Dept., Albany.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Battered Women; Child Abuse; *Crisis Intervention; Delivery Systems; Elementary Secondary Education; *Family Problems; Guidelines; *School Personnel; School Policy; *School Responsibility; Student School Relationship; Teacher Role; Violence
IDENTIFIERS- *Family Violence; New York

This booklet was developed to guide school pesonnel who come into contact with pupils who need help because of violence in their homes. It provides information on spouse abuse and its effects on children, suggests ways for school personnel to educate students about the problem, and promotes the use of local service agencies designed to assist violent families. Programs developed in New York are described, including telephone hotlines and emergency shelters. The paper defines the role of the educational system and presents guidelines to help school personnel recognize clues to family violence and confront the issue. An annotated bibliography is included which can be used to develop curriculum and in-service education programs. Although some of the material is geographically specific, the booklet provides a useful, general introduction for school personnel. (JAC)

ED 227 403 CG 016 535

Turner, Castellano B.; Turner, Barbara F.
Gender, Race, Social Class and Self-Evaluations among College Students.
PUB DATE- 15 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; Factor Analysis; Higher Education; Personality Studies; *Racial Differences; *Self Esteem; *Self Evaluation (Individuals); *Sex Differences; Sex Role; *Sex Stereotypes; Social Class; Student Characteristics

While many studies have compared race, sex, or social class differences in self-evaluation, the three have not been investigated simultaneously. To test the interaction of race, gender, and social class differences in self-evaluation and integrate it with the literature on sex role socialization, 57 black (29 females and 28 males) and 120 white (93 females and 27 males) college students were interviewed individually and completed a 15-item semantic differential scale for the concept "I Am." Factor analysis yielded five independent self-evaluation factors which were interpreted as dominated by either "instrumental" or "expressive" characteristics. Effects of gender, race, and social class were tested for all factors. Results showed that blacks had more positive self-evaluations on both "instrumental" and "expressive" factors. White females (but not black females) showed more negative, more stereotypic self-evaluations than did males. Black women viewed themselves as instrumentally competent, with a calm, inexpressive stance. These suggestive findings require replication with a more broadly representative sample. (Author/JAC)

ED 227 419 CG 016 552

Epstein, Seymour
What Is Self-Esteem and How Can It Be Measured?
PUB DATE- 27 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Emotional Development; *Evaluation Methods; Parent Child Relationship; Personality Studies; *Personality Theories; Psychological Charecteristics; *Self Concept Measures; *Self Esteem; *Self Evaluation (Individuals); Social Cognition; State of the Art Reviews

A major assumption in personality theory is that the human mind tends to organize experience into conceptual systems. An individual's overall theory of reality includes both self-theory and world-theory. One of the basic postulates in an individual's self-theory is an overall assessment of self-esteem, which becomes the most important influence on his/her pleasure/pain balance. As a higher order postulate, self-esteem is resistant to change. Direct self-assessment of self-esteem, using self-report techniques, appears to be of considerable value in allowing the acquisition of considerable information relatively easily. A major disadvantage is that people cannot be expected to be in direct contact with their preconscious level of self-esteem and often become defensive. A major task, then, is the development of self-esteem scale items that are uninfluenced by defensiveness. Other approaches to measuring self-esteem that are free of the influence of defensiveness include behavioral measures and ratings by others. Self-esteem, when viewed as a basic construct in an individual's implicit conceptual system of self, is of such fundamental importance in understanding human behavior that it warrants a great deal of creative effort in establishing better ways to measure it. (JAC)

ED 227 495 CS 207 397

Lees, Elaine O.
Critical Monism, Critical Pluralism, and the Ideal of Inter-Rater Reliability.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluative Thinking; Evaluators; *Interrater Reliability; Reliability; Theories; *Writing Evaluation
IDENTIFIERS- *Critical Theory

Given the concern for reliability in essay evaluation and the prospect of "error" variance in its absence, methods to promote interrater reliability in the evaluation of written compositions have been developed. These methods reduce variation in the value systems being applied by readers to texts, either by limiting the group of readers to those who are likely to share value systems to begin with or by encouraging readers toward conformity by making them state explicitly the qualities in texts they will reward with high scores or penalize with low ones. Two positions within critical theory that are relevant to the issue of rater reliability in essay scoring are critical monism (asserting that a text can be said to have only one correct meaning) and critical pluralism (asserting that a text can have more than one correct meaning). According to critical monism, if readers could identify an author's intentions reliably and use relative readability to measure how successfully the intentions were realized through the text, these indexes could be used as a means of certifying readers to evaluate student writing. According to the critical pluralism theory, however, one's sense of an author's intention is always traceable to one's interpretive strategy. And since more than one legitimate interpretive strategy is open to readers, so is more than one sense of an author's intention. Thus, texts can be stabilized by stabilizing readers and by teaching them a common interpretive strategy. The important issue is whether the group's judgments can be taken to represent the judgments of the set of competent readers as a whole. Unless these interpretations are identified, the variance arising from differences in readers's interpretive communities cannot be distinguished from random variance. (HOD)

ED 227 211 CE 032 975

Evaluation of Livestock Carcasses and Performance. Student Materials. V.A. III. II-B-1 through II-B-2; II-D-1 .
Texas A and M Univ., College Station. Vocational Instructional Services.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Agricultural Education; Agricultural Production; *Animal Facilities; Animal Husbandry; Buildings; *Facility Planning; Facility Requirements; Food and Drug Inspectors; *Food Standards; Heredity; *Livestock; *Meat; *Meat Packing Industry; Postsecondary Education; Reproduction (Biology); Secondary Education; *Testing Programs; Vocational Education; Zoology

Part of a series of eight student learning modules in vocational agriculture, this booklet deals with evaluation of livestock. It contains sections on carcass evaluation, the evaluation of performance and production, and the design of livestock production facilities. Each of the first two sections has a glossary, and all three conclude with a quiz. (PLB)

ED 227 435 CG 016 569

Berg, John H.
Social Exchange and Self-Disclosure between Roommates.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); College Students; Congruence (Psychology); *Disclosure; Higher Education; *Interpersonal Attraction; Longitudinal Studies; Participant Satisfaction; *Peer Relationship; Predictor Variables; Rapport; Rewards; *Social Exchange Theory
IDENTIFIERS- *Roommates

Psychologists have recently given considerable attention to the study of relationship and friendship development, but the contributing social processes have not been examined in relation to each other over time. To examine the effects of disclosure, similarity, equity, and social exchange on satisfaction with a relationship and liking for one's partner over time, 39 pairs of previously unacquainted roommates completed questionnaires at the beginning and end of the school year measuring liking and satisfaction, self-disclosure, similarity, equity, and an index of reward designed to elicit information about the extent to which roommates had helped each other. Results showed that roommates tended to show substantial correlations on many measures, especially in the spring, although as a whole satisfaction decreased from fall to spring. All factors examined were significant predictors of initial liking. While exchange of rewards or resources appeared to be the most important factor over time in determining liking and satisfaction, the correlation between roommates suggests that the nature of the exchange process will change with time. Results also showed that prediction of whether a relationship would continue was just as accurate after 2 weeks as at 6 months, lending support to the importance of first impressions. (JAC)

ED 227 465 CS 007 043

Levin, Joel R.; Pressley, Michael
Understanding Mnemonic Imagery Effects: A Dozen "Obvious" Outcomes.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- WRDCIS-TP-91
PUB DATE- Jan 81
GRANT- OB-NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; Deduction; *Mnemonics; *Reading Research; *Research Methodology; *Validity; Vocabulary Development
IDENTIFIERS- *Keyword Method (Language Learning)

Using Atkinson's Keyword Method--an imagery mnemonic for vocabulary learning--as a vehicle, this paper argues that even the most well-reasoned and explainable psychological outcomes need to be validated empirically. The paper provides 12 examples of applications of the keyword method in which an eminently reasonable cognitive outcome was anticipated and yet, under experimental scrutiny, some other equally reasonable cognitive outcome materialized. The 12 examples presented are (1) vocabulary word recall, (2) provided versus generated pictures, (3) nonkeyword pictures versus keyword pictures, (4) provided versus generated keywords, (5) ideal versus representative materials, (6) modality by materials interactions, (7) keyword method by ability interactions, (8) the keyword method versus other methods, (9) vocabulary comprehension and usage, (10) strategy maintenance and generalization, (11) group administered keyword instruction, and (12) fictionally versus factually effective mnemonics. The paper concludes that empirical validation should be a foremost concern among those who offer prescriptions for the improvement of educational products and processes. (FL)

ED 227 480 CS 207 349

Monagle, E. Brette

Error Pattern Analysis in a Workshop Format.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Editing; *Error Analysis (Language); *Error Patterns; Evaluation Methods; *Grouping (Instructional Purposes); Higher Education; Punctuation; Sentence Structure; *Teaching Methods; Technical Writing; Writing Evaluation; *Writing Instruction; *Writing Skills

Error pattern analysis is a teaching technique that emphasizes identifying, classifying, and keeping a frequency count on only those errors actually occurring in students' writing. Application of error pattern analysis in a workshop format requires three steps: preparing an error pattern analysis, teaching from this analysis, and integrating it into the workshop format. Three samples from a student are usually enough to determine his or her error patterns; in a whole class, there probably will not be more than 20 to 30 types of errors. After compiling error pattern analysis charts for the class as a whole, the teacher can focus work in mechanics precisely where the students need it. Error pattern analysis can be integrated into the workshop format at the point where students edit each other's rough drafts. In this way, rudimentary editing skills and mechanics are learned simultaneously, while students also learn to interact cooperatively. In effect, students become their own teachers. (JL)

ED 227 510 CS 207 414

White, Edward M.
Comparison and Contrast: The 1979 California State University and Colleges Freshman English Equivalency Examination.
California State Univ. and Colleges, Long Beach.; English Council of the California State Univ. and Colleges.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTIONS- College Freshmen; Educational Testing; *Equivalency Tests; *Essay Tests; Higher Education; Objective Tests; Scoring; State Programs; Student Placement; Test Format; Testing Programs; *Test Interpretation; Test Norms; Test Reliability; *Writing Evaluation; *Writing Research
IDENTIFIERS- California

The seventh administration of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination graded by the Educational Testing Service and an essay examination scored by California State University and College faculty, is analyzed in this report. After a preface and short index of previous volumes, the first section of the report contains a summary and fact sheet describing the test, its results, and studies being undertaken to examine the results. The next section recounts the actual administration of the test. The section on the examination's two essay questions consists of three subsections, two containing a report from the question leader, the question itself, the directions to graders, and six sample student papers for each of the questions, and the third listing the essay readers. Section four presents a statistical report on the examination scores. The report's three appendixes contain the examination's budget, a budget summary, and a summary report of descriptive statistics. (JL)

ED 227 556 EA 015 478

Shively, Joe E.; O'Donnell, Phyllis
Needs Assessment Project: FY 82 Verification Study.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Educational Needs; Elementary Secondary Education; Evaluation Methods; *Needs Assessment; Questionnaires; Rating Scales; Surveys; Tables (Data); Teacher Attitudes; *Validity
IDENTIFIERS- Alabama; Kentucky; Multistate Surveys; *Needs Assessment Project (AEL); Ohio; Tennessee; Virginia

As part of a continuing assessment of educational needs in a seven-state region, researchers conducted a verification study to check the validity of educational needs first identified in fiscal year (FY) 1980. The seven states comprise Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia. This report describes assessment activities over 3 years, presents results of the FY 1982 verification study, and provides lengthy appendices of supporting documents. The authors first review the design and implementation of the FY 1980 educational needs assessment and briefly discuss the FY 1981 revalidation study. They then describe the FY 1982 verification study, carried out through a survey of 90 respondents, or "verifiers," out of 250 teachers contacted in five states (Alabama, Kentucky, Ohio, Tennessee, and Virginia), using an educational needs rating instrument. Analysis of the results using rank correlation indicates some variation but no extreme shifts in needs, according to the authors. The verification data are presented in 22 tables. Four appendices contain copies of verifier recruitment letters, information and instructions for verifiers, the rating instruments for the five states, and a list of verifiers' names and addresses. (RW)

ED 227 571 EA 015 494

Heller, Robert W.

Using Our Influence to Promote Equity in Leadership.

PUB DATE- 20 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Selection; Affirmative Action; Boards of Education; *Career Planning; *Consultants; Elementary Secondary Education; *Equal Opportunities (Jobs); Females; *Job Applicants; Managerial Occupations; Minority Groups; Superintendents
IDENTIFIERS- *Consultant Role

Equal treatment of all candidates for administrative positions can be encouraged through the participation of professional consultants in the selection process and through careful career planning on the part of prospective administrators. The consultant's role in the selection process may include educating the board of education in the need for and values of equal treatment of applicants. Consultants should make their positions on equality clear and should actively seek qualified female and minority candidates, all the while maintaining professional integrity. Female and minority candidates can increase the likelihood that their candidacies will be considered by developing career "game plans" and using care in preparing themselves to fill the positions they seek. These preparations include selecting and staying in reputable graduate programs while following educational courses tailor-made to fit career aspirations, becoming knowledgeable concerning school finance, actively seeking opportunities to serve as principals (particularly at the secondary level), and avoiding taking positions that lead away from ultimate career goals. Of particular value to the candidate is the presentation of a winning image, reinforced by strong support from credible references. (PGD)

Putman, Kim E.
Management Module: Application Approval. A Study of State Management Practices: Looking Back at Title I and Toward Chapter 1.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AIR-857-8/82-RP
PUB DATE- Aug 82
CONTRACT- 300-80-0601
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Guides; Compliance (Legal); Elementary Secondary Education; Evaluation; *Federal Programs; *Federal Regulation; Innovation; *Management Systems; Program Administration; *Program Proposals; *Records (Forms); School Districts; State Departments of Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

Title I of the Elementary and Secondary Education Act of 1965 made funds available to local education agencies (LEAs) to meet the educational needs of educationally deprived children. In 1981, Title I was superseded by Chapter 1 of the Education Consolidation and Improvement Act. Five volumes--a final report and four management modules--were the products of an evaluation report documenting how States met the requirements of the Title I law, as amended in 1978, and identifying exemplary State management practices and documents. Each module is organized in three sections: a brief history of the management responsibility from Title I to Chapter 1; States' preliminary plans for operating under Chapter 1; and examples of successful materials and practices used by States under Title I. The module, "Application Approval," presented in this volume, contains responses from State personnel concerning whether they would include application approval in their future program management, examples of methods and formats used by States to document individual project information in Title I applications to LEAs, and complete Chapter 1 applications from five States. (MLF)

ED 227 602 EC 151 030

Radio and Television's Role in the Education of Handicapped Children in Japan.

Japan Radio-TV Education Association, Tokyo.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Translations (170)
DESCRIPTIONS- Audiovisual Aids; *Disabilities; Educational Television; Elementary Secondary Education; Exceptional Child Research; *Foreign Countries; *Programing (Broadcast); Radio; *Special Education; Television; Videotape Recordings
IDENTIFIERS- *Japan

The booklet describes research since 1975 performed in Japan to determine the effects of radio and television broadcasts on handicapped children. Introductory materials review the history of special education in Japan and the role of broadcasting for handicapped people and in special education in Japan. A survey depicts the extent of broadcast equipment (audiovisual aids) and instructional programs in Japanese special education programs. Report of an investigation follows in which 25 mentally retarded 4th to 6th graders were asked to view a videotape recording. Descriptions of two classroom studies address the use of television to begin and conclude classroom lessons and the use of television science programs in junior high. A concluding section summarizes findings and discusses future projects. (CL)

ED 227 228 CE 034 836

Grimes, L. A., Jr.
Television Camera Operator. Student's Manual.
Texas Univ., Austin. Center for Occupational Curriculum Development.
PUB DATE- 82
AVAILABLE FROM- Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Number IE 413 S--$8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; Human Relations; Individualized Instruction; Interpersonal Competence; *Occupational Information; *Photographic Equipment; *Photography; Postsecondary Education; Production Techniques; Scripts; *Television; Television Curriculum; Television Lighting; *Television Studios; Test Items; *Units of Study; Video Equipment; Vocational Education

This student manual is one in a series of individualized instructional materials for use under the supervision of an instructor. The self-contained manual was developed for persons training to become television camera operators. Each assignment has all the information needed, including a list of objectives that should be met and exercise questions that can help the students in meeting those objectives. Eight sections covering the following topics are included: introduction (using the manual, career opportunities, safety); television production; the television camera; using the television camera; scripts and rehearsals; location shooting; care and maintenance; and human relations in television productions. A glossary and a bibliography also are included in the guides. (KC)

ED 227 242 CE 035 195

Jones, Catherine, Ed.
Bulletin Boards and Career Education.
Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.; Shaker Heights City School District, OH.; Warrensville Heights City Board of Education, Ohio.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adjustment (to Environment); *Bulletin Boards; *Career Education; *Decision Making; Economics; *Educational Needs; Elementary Secondary Education; Employment Potential; Guidelines; Instructional Materials; Job Skills; *Self Concept; Teacher Developed Materials; Vocational Adjustment; *Work Environment

This resource book contains 34 teacher-developed bulletin board ideas for use in developing career education concepts. Included in the volume are bulletin board ideas dealing with the following subject areas: self, individual and environment, world of work, economics, education and training, employability and work adjustment skills, and decision making. Each illustration is accompanied by suggestions for constructing the given bulletin board display. (MN)

ED 227 257 CE 035 276

Whaples, Gene C., Comp.; Rivera, William M., Comp.
Policy Issues and Process. Issues in Education for Adults, #1.
Maryland Univ., College Park. Dept. of Agriculture and Extension Education.
PUB DATE- 82
AVAILABLE FROM- Department of Agricultural and Extension Education, Room 0220 Symons Hall, University of Maryland, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; Adult Learning; Educational Change; Educational Needs; *Educational Philosophy; Educational Planning; *Educational Policy; Educational Practices; Educational Trends; Futures (of Society); Humanism; Humanistic Education; *Lifelong Learning; *Policy Formation; Politics; Postsecondary Education; *Public Policy

This publication, the first of a planned series, is intended to advance discussion by professionals and, hopefully, the public about education for adults--its purposes, control, and programs. Four essays are included, each with a distinct theme and purpose. However, all the essays relate to the major issues in adult education, national policy, lobbying, and a human policy with respect to adult education. The first essay, by William M. Rivera, examines definitions of adult education and educational policy by distinguishing certain directions in the field and by underscoring that adult education is more than a field of study and practice; it is an arena of political controversy and complex policymaking. In the second essay, William Hilton reviews the political position and purposes of the Education Commission for the States and sets up model guidelines of how to formulate policy. His essay introduces a major issue, i.e., should there be a comprehensive adult education policy at the federal level? Mariam Kazanjian's paper, third in the booklet, clarifies the federal and state interactive processes of policymaking, while the final paper by Warren L. Ziegler discusses a fully human policy of education, recognizing the drawbacks as well as benefits of providing education for adults as a public policy. His paper also questions the value of continuing to insist on distinctions between children/youth and adults with respect to educational policy and explores the implications of abandoning these distinctions. (KC)

ED 227 272 CE 035 298

Parrish, Linda H., Ed.; Kok, Marilyn R., Ed.

Instruction in Vocational Special Needs: A Resource for Teacher Educators.

Texas A and M Univ., College Station. Coll. of Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Audiovisual Aids; *Course Content; Course Objectives; Course Organization; *Disabilities; Education Courses; Exceptional Persons; Higher Education; Individualized Education Programs; *Inservice Teacher Education; *Instructional Materials; Mainstreaming; Methods Courses; *Special Education; Special Education Teachers; Teacher Education; Teacher Education Curriculum; *Vocational Education; Vocational Education Teachers

This publication reviews teacher education programs in vocational special needs courses from 22 universities and reproduces a syllabus from each course and selected teaching materials. The publication includes (1) what courses are offered; (2) who teaches them; and (3) what makes them distinctive. Course offerings include introductory courses, as well as courses on assessment, guidance, counseling, methods, curriculum, communication, and other related topics. Most courses are graduate-level inservice courses, drawing enrollment from vocational teachers, secondary special education teachers, rehabilitation counselors, work-study coordinators, and administrative personnel. Course activities and assignments vary according to objectives. Multi-media presentations also are included in some of the courses. The course syllabuses include objectives, outlines, assignments, bibliographies, and, in a few cases, tests. (KC)

ED 227 287 CE 035 320

Spetz, Sally H.
Basic Mathematics. Apprentice Related Training Module.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; *Arithmetic; Career Education; *Decimal Fractions; Definitions; *Fractions; *Mathematical Formulas; Mathematics Skills; Postsecondary Education; Pretests Posttests; *Tables (Data)

One in a series of core instructional materials for apprentices to use during the first or second years of apprenticeship-related subjects training, this booklet deals with basic mathematics. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the three instructional chapters included in the booklet are arithmetic operations (characteristics of numbers and addition, subtraction, multiplication, and division); fractions (fractions as parts of a whole; adding, subtracting, multiplying, and dividing fractions; decimal fractions; adding, subtracting, multiplying, and dividing decimal fractions; and using percentages); and formulas and tables (writing formulas for rules and solving formulas for unknowns as well as reading tables). Each chapter contains an overview, a chapter example, and a self-test exercise. Appended to the booklet are answers to the self-assessment pretest, answers to the self-assessment exercises, a posttest, and answers to the posttest. (MN)

ED 227 331 CE 035 417

Stolzenberg, Ross M.
Occupational Differences between Hispanics and Non-Hispanics. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- Rand-N-1889-NCEP
PUB DATE- Jul 82
CONTRACT- 99-1-3055-50-59
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Blacks; Comparative Analysis; Demography; *Employment Level; *Employment Patterns; English; Geographic Regions; *Hispanic Americans; Individual Characteristics; Language Proficiency; *Minority Groups; *Salary Wage Differentials; Unemployment; *Whites; Work Experience

A study examined the occupational differences between Hispanics and non-Hispanics. The study focused on the determinants of Hispanic occupational achievement; differences in the process of occupational achievement among different Hispanic ethnic subgroups; variations in the process of occupational achievement across geographic areas; and differences among the occupational achievement of Hispanics, Blacks, and non-Hispanic Whites. Data pertaining to earnings, steadiness of employment, and general job quality of Hispanic workers were compiled from various sources, including the 1970 Census of Population and the 1976 Survey of Income and Education. Once effects of schooling, experience, foreign birth, English language ability, location, and race are taken into consideration, data do not show differences in the earning levels of men's occupations among major ethnic subgroups of the United States Hispanic population. If the factor of foreign birth has any effects on occupational earnings potential, they appear to be mediated through English language ability. Furthermore, the effect of schooling on occupational earnings is about the same for Hispanic and non-White Hispanic men. For both groups schooling and length of labor force experience have only modest effects on occupational salary potential. Recommendations called for helping Hispanic men improve their English proficiency to fluency or near fluency. (MN)

ED 227 345 CE 035 445

Miller, Sidney R.; And Others
Career Education for Handicapped Students: A Suggested Approach. Technical Assistance Services: Illinois Special Needs Populations.
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Basic Skills; Career Choice; *Career Education; Counselor Role; Daily Living Skills; *Disabilities; Educational Strategies; Employment Opportunities; Guidelines; Individual Development; Individual Needs; Instructional Materials; *Job Skills; *Job Training; Material Development; Mathematics Instruction; Models; *Program Development; Program Guides; Program Implementation; Reading Instruction; Secondary Education; Simulation; Skill Development; Social Development; Student Needs; Student Teacher Relationship; Task Analysis; Teacher Role; Teaching Methods; Writing Instruction
IDENTIFIERS- *Illinois; *Special Needs Students

This monograph describes a suggested approach to career education for handicapped students that focuses on two aspects of the career development process, career exploration and development of an academic program reflecting vocational needs. Discussed in the section on career exploration are career goals, the teacher-counselor role, individual competencies, career alternatives, community assessment of job availability, selecting a career path, simulated job experiences, survival skills, personal skills related to independent living, and themes to explore in social development. The second half of the guide deals with various topics pertaining to developing an appropriate academic program, including traditional educational programming; issues in instruction (practicality, abstract thinking, readability level, and regular testing); academic strategies (using alternative texts, student-developed texts, and modifying materials); reading (the visual, auditory, kinesthetic, tactile method of instruction, and linguistic reading); mathematics; written instruction; handwriting; speech; job training; integrated basic-skill development; and task analysis. A list of references is appended. (MN)

ED 227 450 CS 007 026

Hodges, Carol
Enhancing Intermediate Grade Students' Comprehension of and Attitude toward Reading in the Content Areas.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Reading; *Directed Reading Activity; Intermediate Grades; Learning Activities; Reading Comprehension; *Reading Instruction; *Reading Skills; *Study Skills; *Teaching Methods
IDENTIFIERS- *SQ3R Study Formula

Intermediate grade teachers can help students deal with content area reading problems by using the directed reading activity (DRA) approach. Prior to using this approach the teacher needs to decide the major concepts to be emphasized in the content selection, the vocabulary terms to be taught, the specific skills to be taught to aid in understanding, and the supplementary materials to use. The first step in using the DRA framework involves preparing students for reading through methods, such as SQ3R, which provide direction and purpose setting for reading. SQ3R guides students through a chapter and introduces them to questions and advance organizers that can facilitate learning and discussion. During the next step in the DRA, silent reading, study guides can be provided to help students structure the reading of text. The third step provides opportunities such as reports, trips, films, experiments, and artwork for students to use their newly learned skills and concepts in a new setting. The concluding activities (comprehension checks) allow time for synthesizing the bits and pieces that have been studied. (Appendixes include a diagram of selected variables that influence comprehension, a framework for DRAs, directions for using the DRA approach in content area reading, an example of a semantic mapping exercise to evaluate background information and an example of remapping to diagnose concept growth, suggestions for developing vocabulary, a discussion of the SQ3R method, suggestions for preparing children to read chapters in a content text, and rewriting materials to adapt to the needs of poor readers.) (HOD)

ED 227 525 CS 504 134

Fletcher, James E.
Music Call-Out Research: The Use by U.S. Radio Stations of Recurrent Surveys of Audience Tastes in Music.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audiences; *Communication Research; Music; Popular Culture; *Programing (Broadcast); *Radio; *Research Methodology; Research Needs; Research Problems
IDENTIFIERS- Audience Analysis; *Music Call Out Research

Most often music radio stations use tip sheets and charts in selecting and scheduling music. To overcome the disadvantages of these methods, some radio stations have begun to use music call-out research. Data are obtained through theatre studies, shopping mall intercepts, mail surveys, telephone surveys, or through a combination of these techniques. Researchers give audiences printed lists of titles, have them listen to "hooks" (short segments of a musical recording played over the phone), or send them sound sheets (flexible disk recordings). Most often, scaled alternative or scaled response questionnaires are used. Scaled alternative items consist of seven alternative phrases arranged along a numerical scale to represent a continuum of the listener's feelings about the music; scaled response items also use a numbered scale, but only the extremes are labeled with terms such as "like-dislike" or "familiar-unfamiliar." In addition to problems validating information obtained from scaled alternative questionnaires, current music research also lacks uniformity in sampling procedures, making cross study generalization difficult. Categorizing audiences according to their listening habits and loyalty to the station would improve this research, though programming would still be more an art than a science. (Examples of questionnaires are included.) (JL)

ED 227 541 EA 015 353

Layden, Kent
Facilitator's Guide: Censorship Workshop.
Northwest Regional Educational Lab., Portland, Oreg.
REPORT NO.- NWREL-REP-5419A
PUB DATE- 13 Sep 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Board of Education Role; *Boards of Education; *Books; *Censorship; Elementary Secondary Education; Guidelines; *Role Playing; *Workshops
IDENTIFIERS- *Board of Education Members; Controversial Materials; *Facilitators

To help leaders or "facilitators" of a series of simulation exercises on controversial issues for school board members, this guide describes how the simulations work and provides some of the materials required for the simulation exercise on censorship and book banning. After defining simulation or gaming exercises, the author notes the materials needed and lists the principal features and the learning objectives of simulations. Next, the role of the facilitator is described. Then the segments of the simulation exercise are outlined, including preparations before participants arrive, separation of participants into small groups, presentation of introductory remarks and general instructions by the facilitator, supervision of the participants' role playing, "brainstorming" after the role playing to identify key ideas, cross-group sharing or discussion, and a concluding session with distribution of a fact sheet. Five "role sheets" are provided for the book-banning issue, each with a description of the fictional situation and of one of five roles. The roles include the chairperson, the back-to-basics advocate, the civil libertarian, the newly appointed member, and the advocate of local control. Suggestions on the format for the fact sheet are attached. (RW)

ED 227 304 CE 035 337

Lewis, Morgan V.
Recent Research on Labor Market Outcomes of Secondary Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Employed Women; *Employment Level; *Employment Patterns; Females; Labor Market; Longitudinal Studies; Males; *Office Occupations Education; *Outcomes of Education; Secondary Education; *Trade and Industrial Education; Unemployment; *Vocational Education; Vocational Followup

This paper synthesizes the results of recent research on the labor market outcomes associated with participation in secondary vocational education. It is based on 10 studies conducted with national data and reported since passage of the 1976 amendments to the Vocational Education Act of 1963. Despite the problems of analyzing vocational outcomes because of student self-selection and the great variability in secondary vocational programs, some recurring results have been found. On the basis of these findings, the following conclusions appear warranted: (1) vocational preparation in business and office courses reduces the amount of time that young women will be unemployed after they leave high school by about 1 to 2 weeks per year; (2) vocational preparation in business and office courses increases the average weekly earnings of young women after they leave high school by about $10 to $20 per week; (3) about half of all females who receive vocational preparation in business and office skills and about half of males who receive training in trade and industrial education in high school obtain jobs using the skills they studied; and (4) males who receive high school training in trade and industrial education are more likely than males without such training to obtain jobs in the skilled trades, while females trained in business and office skills are more likely than those without such training to obtain clerical jobs. (Data were conclusive only for office occupations education and trade and industrial education.) (KC)

ED 227 359 CE 035 484

Medoff, James L.
The Importance of Employer-Sponsored Job-Related Training.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- 400-81-0021
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- Adult Vocational Education; Economic Change; *Economic Climate; Employer Attitudes; Industrial Training; Inflation (Economics); Job Training; *Labor Market; *Labor Needs; *Labor Supply; *Off the Job Training; *On the Job Training; Outcomes of Education; Productivity; Vocational Education
IDENTIFIERS- *Labor Market Imbalance

Employer-sponsored, job-related training as a means of satisfying labor demands has potentially profound implications for the operation of the nation's economic system. The alternatives of bidding for desired workers and downgrading job requirements tend to increase inflation and lessen productivity. Since the end of the 1960's, the ability of employers to attract and retain workers at a given point in the business cycle has declined substantially. This apparently sharp increase in labor market imbalance (a worsening match between the skills possessed by labor force members and the skills required in jobs) has not been met by an increase in the per employee amount of employer-sponsored (nominally paid for) job-related training. There is strong evidence that employers have turned to wage bidding to attract needed employees. Employers' decisions concerning low investment in formal training have been guided by profit maximization. While this may be good private decision making, it may lead to undesirable social outcomes--inflation and lower productivity. (Twelve tables are found in the body of the paper and in an appendix.) (YLB)

ED 227 388 CG 016 516

McDonald, Gerald W.
Marital Jealousy: A Structural Exchange Perspective.
PUB DATE- 13 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Style; Emotional Response; *Interpersonal Relationship; *Jealousy; *Marriage; Models; Personality Traits; Sex Differences; Sex Role; Sexuality; Social Behavior; *Social Exchange Theory; *Spouses; State of the Art Reviews
IDENTIFIERS- *Structural Exchange Theory

Although the experience of jealously is among the most common of experiences in intimate relationships, little theoretical or empirical work has been done from a sociologial perspective to increase our understanding of this aspect of male-female relationships. An investigation of marital jealousy as a sociological rather than a psychological phenomenon, using a social exchange framework; more specifically a "structural exchange framework" will focus on the influence of the societal normative structure in the interpersonal relationship. This framework suggests that it is the normative definitions of marriage and marital roles, particularly regarding the parameters and legitimacy of jealousy, and the reciprocal cognitive orientations of the spouses related to sex role socialization, that dictate how spouses deal with and resolve jealousy. A structural exchange perspective takes these differing dimensions into account and thus, is one major avenue by which to understand marital jealousy more fully. Further empirical research is needed to test the viability of the structural exchange model. (JAC)

ED 227 404 CG 016 536

Levinger, George
A Systems Perspective on the Development of Close Relationships.
PUB DATE- 25 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Developmental Stages; Emotional Response; *Interaction; Interpersonal Attraction; *Interpersonal Relationship; Marriage; *Mate Selection; Models; Parent Role; Rapport; *Social Development; *Systems Approach

This paper presents a meta-theoretical perspective for looking at change and stability in close personal relationships. The theoretical conception of interpesonal relationships is summarized in an intial section, emphasizing interpersonal influence in specific interactive sequences. Next, a five-phase conception of relationship development is outlined and described including (1) acquaintance with another person; (2) buildup of mutual relationship; (3) continuation or consolidation of the relationship; (4) deterioration or decline; and (5) ending, either voluntary or involuntary. This perspective on relationship development is applied to two of the phases, pair buildup and couple maintenance, including a discussion of several "filtering" models of courtship or mate selection. The role of children in changing relationships and role perceptions is considered and the model is summarized as a circular loop conception of close relationships influenced by personality and environment. A graphic presentation of the circular loop model is appended. (JAC)

ED 227 420 CG 016 553

Howard, Melissa
Mi Vecina es una Mujer Colpeada (My Neighbor Is a Battered Woman).
New Mexico State Commission on the Status of Women, Albuquerque.
SPONS. AGENCY- Levi Strauss Foundation, Inc., San Francisco, Calif.
PUB DATE- Sep 81
AVAILABLE FROM- New Mexico Commission on the Status of Women, 600 2nd Street N.W., Suite 809, Albuquerque, NM 87102 (Free).
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Battered Women; Case Studies; *Civil Rights; Delivery Systems; Family Problems; *Information Sources; Interpersonal Relationship; Marital Instability; Sex Role; Social Problems; Spanish; State of the Art Reviews; *Victims of Crime
IDENTIFIERS- *Family Violence; *New Mexico

This book, the Spanish version of "My Neighbor is a Battered Woman," is intended as a general introduction to the problems of battered women. The format for part 1 consists of the presentation of facts about wife beating, i.e., who are victims, characteristics of batterers, the environment in which family violence exists, and services for battered women. These facts are illustrated by the presentation, on alternating pages, of a fictional wife battering situation. Part 2 of the booklet provides advice for the victim before, during, and after the attack and provides information on the role of the police, going to court, criminal and civil charges, and restraining orders. The decision about whether a battered woman should stay with the man or end the relationship is also discussed. Part 3 of the booklet includes a suggested reading list and a resource list of shelters and other family violence programs and resources in New Mexico. Although the information about legal matters and resources for battered women is geographically specific to New Mexico, the book provides useful, basic information to anyone interested in learning more about the problem of wife battering. (JAC)

ED 227 481 CS 207 355

Bennett, William J.
The Shattered Humanities.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Enrichment; *Curriculum Development;
*Educational Needs; *Humanities; *Humanities Instruction;
*Scholarship; Secondary Education; Teacher Role

Intellectual refinement and spiritual evaluation have been the traditional goals of the humanities and should remain so. If these aims are given up, then the noble endeavors in the humanities such as sustained reflection, intensive research, careful scholarship, inspired teaching, deep learning, and serious discussion will all become discredited and eventually disappear. The reason the term "humanities" seems meaningless is because the activities undertaken in its name no longer stand for a unified set of principles or a coherent body of knowledge. In the past the aim of humanities education was the cultivation of free men and women--freed from ignorance and callousness. Today, many people interpret cultivation or the aim of cultivation as an imposition of arbitrary standards, an obstacle to personal expression, or even a limitation on student freedom. In place of cultivation, "awareness" is advocated. Humanities education is no longer an introduction to or an immersion in the best thought and knowledge. It is, instead, a collection of disconnected and often eccentric areas of inquiry. It is, therefore, not surprising that the humanities have so much trouble evoking the enthusiasm of scholars and teachers, capturing the allegiance of students, and gaining the financial support of public and private institutions. It is the responsibility of every generation of scholars and teachers not only to maintain the tradition of the humanities, but to extend and refine this tradition through new ideas and works and to see that the humanities are studied in a coherent and serious way. (HOD)

ED 227 619 EC 151 064

Fay-Wilcox, Susan
Project TRACE: Transitional Resource Addressing Children's Early Education. Program Performance Report. July 1, 1980-June 30, 1981.
West Chicago School District 33, IL.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 15 Sep 81
GRANT- G007800055
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Handicap Identification; *Kindergarten; Parent Education; *Preschool Education; Primary Education; Program Descriptions; Spanish Speaking; *Speech Handicaps; Speech Therapy; *Transitional Programs
IDENTIFIERS- Transitional Resource Addressing Early Education

The 1980-1981 performance report is presented for the Transitional Resource Addressing Children's Early Education (TRACE) Project, West Chicago, Illinois, which provides developmental preschool and transitional primary-level classes for 3-8 year olds. Screening of 130 preschool children (2 years 10 months through 4 years old) was undertaken to identify special needs relating to speech and language, hearing, vision, motor skills, behavior, and cognition. The Comprehensive Identification Program was used, along with a locally developed, comparable program for the Spanish-speaking children, who represented about 20% of the sample. Nineteen children were enrolled in the TRACE Preschool program, and 11 students were enrolled in the Transitional Kindergarten program. Sixteen preschoolers and five kindergarten children received speech therapy. Monthly parent meetings addressed a variety of topics including children's memory, nutrition, and the family life cycle. Evaluation efforts included administration of the Brigance Inventories to assess children's progress. Inservice training was provided for TRACE staff and personnel from other agencies, and program demonstration and dissemination activities were undertaken. For 1981-1982 year, the Itinerant Primary program was deleted. (SEW)

ED 227 212 CE 032 978

Maintenance of Pure Lines and Hybridization. Student Materials. V.A. III. IV-A-1 through IV-A-2 .

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Agricultural Education; Agronomy; Botany; Field Crops; *Genetics; Heredity; Learning Modules; Plant Growth; *Plant Propagation; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Hybridization; *Pure Line Theory

Part of a series of eight student learning modules in vocational agriculture, this booklet deals with plant reproduction. Topics covered include the pure line theory and its history, pure line selection, the effect of inbreeding on vitality, the definition of and reasons for hybridization in plants, and techniques for producing hybirds; a list of hybrid crops is provided. Each of the two major sections concludes with a quiz on the material covered. (PLB)

ED 227 229 CE 034 837

Klewer, Edwin D.
Home Entertainment Equipment.
Texas Univ., Austin. Center for Occupational Curriculum Development.
PUB DATE- 83
AVAILABLE FROM- Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Number DE 326 S--$8.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Audio Equipment; Behavioral Objectives; Competence; Competency Based Education; Distributive Education; *Electronic Equipment; Individualized Instruction; Interpersonal Competence; Learning Activities; Marketing; Merchandising; *Occupational Information; Postsecondary Education; Radio; *Salesmanship; *Sales Occupations; Sales Workers; Television; Test Items; Units of Study; Video Equipment; Vocational Education
IDENTIFIERS- *Home Entertainment Equipment

This student instructional manual is intended for individualized study for students preparing for careers in the home entertainment sales field and for sales training of clerks in home entertainment stores. Competency based and validated by seven people from the home entertainment sales/management field, the manual contains a list of competencies needed by home entertainment sales persons along with skills needed to fulfill each competency. This section is followed by 12 assignments containing learning objectives, vocabulary, information needed to fulfill the competencies, questions on the material, and projects for students to do. Assignments cover the following material: sound theory, principles of radio and television; audio components and systems; video components and systems; tapes, discs, and accessories; selling home entertainment equipment; and future developments in home entertainment equipment. A bibliography completes the guide. (KC)

ED 227 243 CE 035 209

Parkes, David, Ed.
The Changing Face of FE. Personal Perspectives on the Changes That Have Taken Place in Further Education over the Last Decade. An Occasional Paper.
Further Education Curriculum Review and Development Unit, London (England).
REPORT NO.- ISBN-0-85522-106-2
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Role; *Adult Education; *Continuing Education; Curriculum Development; *Educational Change; Educational Development; Educational Trends; Futures (of Society); *General Education; Job Training; Lifelong Learning; Plumbing; Postsecondary Education; Teacher Role; *Vocational Education
IDENTIFIERS- *England

In this occasional paper, seven persons--a further education (FE) officer, two principals, the head of a specialist youth training unit, a plumbing teacher, a head of division of alternative education, and a Further Education Staff College (Coombe Lodge) tutor--give their views of the changes in further education in England during the past decade. Their intention was to write personally and record impressions rather than to be authoritative. The contributors discuss the changes they have seen in the environment of FE, including the curriculum, the students, the staff, college government and organizations, regional and national perspectives, and FE's values during the 1970s. The writers conclude that there have been substantive changes in such areas as students who have moved from part-time vocational to full-time nonvocational courses of study, in the role of lecturers and their place of work, and in the courses they teach. Change, too, has occurred in the organization and in the way the principlas are seen. However, the contributors, in summary, seem to suggest that despite substantial changes during the past decade, similar underlying assumptions have remained about the divisions between and the processes within training and education. According to the writers, FE has been reactive rather than proactive, and therefore, has absorbed change; can the changes of the 1980s be so absorbed? (KC)

ED 227 273 CE 035 300

Pharmacy Specialist, 10-8. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 18 Jul 75
LANGUAGE- English
EDRS Price - MF05/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Descriptions; Curriculum Guides; Drug Abuse; Drug Therapy; *Drug Use; Learning Activities; Lesson Plans; *Pharmaceutical Education; Pharmacists; *Pharmacology; *Pharmacy; Postsecondary Education; Programed Instructional Materials; Textbooks; Workbooks
IDENTIFIERS- Military Curriculum Project

These teacher and student materials for a postsecondary-level course in pharmacy comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the 256-hour course is to train students in the basic technical phases of pharmacy and the minimum essential knowledge and skills necessary for the compounding and dispensing of drugs, the economical operation of a pharmacy, and the proper use of drugs, chemicals, and biological products. The course consists of three blocks of instruction. Block I contains four lessons: pharmaceutical calculations I and laboratory, inorganic chemistry, and organic chemistry. The five lessons in Block II cover anatomy and physiology, introduction to pharmacology, toxicology, drug abuse, and pharmaceutical and medicinal agents. Block III provides five lessons: pharmaceutical calculations I and II, techniques of pharmaceutical compounding, pharmaceutical dosage forms, and compounding laboratory. Instructor materials include a course chart, lesson plans, and a plan of instruction detailing instructional units, criterion objectives, lesson duration, and support materials needed. Student materials are eight study guides or workbooks with exercises and problems, three programed tests, and seven handouts. Suggested audiovisual aids are not provided. (YLB)

ED 227 288 CE 035 321

Rice, Eric
Basic Measurement. Apprentice Related Training Module.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; Career Education; Definitions; Equipment Utilization; *Measurement; *Measurement Equipment; *Measurement Techniques; Postsecondary Education; Pretests Posttests; *Weight (Mass)
IDENTIFIERS- Accuracy; Area (Geometry); Precision (Mathematics); *Volume (Mathematics)

One in a series of core instructional materials for apprentices to use during the first or second years of apprentice-related subjects training, this booklet deals with basic measurement. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the four instructional chapters included in the booklet are units and tools of measurement, surface measurement, volume and weight measurement, and accuracy and precision. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 317 CE 035 355

Starr, Harold
Vocational Education's Response to Skilled Industrial Worker Shortages.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Needs; *Educational Planning; Employment Projections; Job Skills; Job Training; *Labor Needs; *Long Range Planning; Postsecondary Education; Research Needs; Retraining; Secondary Education; Skilled Occupations; *Skilled Workers; *Vocational Education

This study was conducted to determine how state and local vocational education has responded to shortages of industrially oriented skilled craftsworkers and technicians since the mid-1970's. The findings are intended to serve as a basis for suggestions of ways to enhance responsiveness in the 1980's and beyond. The six information sources analyzed included literature such as reports and journals, congressional testimony, state plans for vocational education for 1978, annual vocational education programs from 1974-75 through 1978-79, and publications issued by state employment services. The major findings of the study were the following: (1) a shortage of skilled industrial workers in the 1980's and beyond may exist; (2) information systems cannot yet predict labor shortages or their locations; (3) local providers of vocational education have been responding to occupational skill shortages in their areas; and (4) state vocational education agencies have created many short-term customized training programs, but little long-range planning has occurred. As a result of these findings, it was suggested that Congress should consider providing a framework for vocational education and business/industry groups to create job training partnerships and funding information systems to forecast skill shortages at every level. It was also suggested that state boards and vocational education agencies should consider long-range planning for job training to encourage articulation between secondary and postsecondary vocational education and to include more varied data in planning. (KC)

ED 227 373 CG 016 501

Harford, Thomas C., Ed.; Gaines, Lawrence S., Ed.
Social Drinking Contexts. Proceedings of a Workshop (Washington, D.C., September 17-19, 1979). Research Monograph No. 7.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-81-1097
PUB DATE- 81
AVAILABLE FROM- Superintendent of Documents, U.S. Governement Printing Office, Washington, DC 20402 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Alcoholism; Behavior Patterns; Cognitive Processes; College Students; *Drinking; Females; Group Dynamics; Prevention; Research Problems; Reservation American Indians; *Social Behavior; *Social Environment; Violence; Workshops
IDENTIFIERS- Drunk Driving; New Zealand; Taverns

This monograph presents the proceedings of a workshop on the contexts of social drinking, i.e., the situational factors associated with drinking which might increase or inhibit heavier consumption. A brief foreword, participant list, and editors' introduction are presented followed by the 13 workshop presentations: Public Drinking Contexts: Bars and Taverns, Walter B. Clark; Psychosocial Correlates of Tavern Use: A National Probability Sample Study, Joseph C. Fisher; Public Drinking Practices of College Youths: Implications for Prevention Programs, David P. Kraft; Afternoon Dances: Drinking Contexts for Women, Elina Haavio-Mannia; The Social Context of Drinking and Violence in New Zealand's Multi-Ethnic Pub Settings, Theodore D. Graves et al.; Drinking Behavior in Small Groups: The Relationship Between Group Size and Consumption Level, Ole-Jorgen Skog; Cognition and Environment: Implications for a Self-Awareness Theory of Drinking, Lawrence S. Gaines; Managing Competence: An Ethnographic Study of Drinking-Driving and the Context of Bars, Joseph R. Gusfield; The Context of Native American Drinking: What We Know So Far, Joy Leland; There's a Place for Everything and Everything in Its Place: Environmental Influences on Urban Indian Drinking Patterns, Joan Weibel; Some Problematic Aspects of Research on Drinking Contexts, Richard Jessor; and A Note on Observational Studies of Drinking and Community Responses, Robin Room. (MCF)

ED 227 436 CG 016 570

Mills, Carol J.
Gender Schema Processing Effects on Performance, Memory and Evaluative Tasks.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Androgyny; *Cognitive Style; College Students; Evaluation Criteria; Evaluative Thinking; Higher Education; *Interpersonal Attraction; Memory; Performance; Personality Studies; *Schemata (Cognition); *Sex Bias; *Sex Role

Schemata is one example of a cognitive construct used extensively by social and personality psychologists to explain some of the biases that emerge when people process information about themselves and others. Recently gender has also been seen as a cognitive schema. Sex and gender schema processing were examined in 40 male and 40 female college students. After being classified as sex-typed or balanced individuals, students were asked to complete a timed digit symbol task, and to rate the stimulus person from a narrative description of an androgynous college student as a friend, and for psychological health and attractiveness. Lastly, students completed an adjective checklist describing the stimulus person. Students were tested by either a male or female experimenter according to either male or female stimuli conditions. Results showed no biasing effect for memory of the stimulus person, but significant evaluative effects between sex-typed and balanced individuals in terms of all three ratings. Performance deficits were found with sex-typed persons performing less well than balanced individuals when the constructor of the test was presented as a female. (JAC)

ED 227 466 CS 007 044

Buss, Ray R.; And Others
Development of Children's Use of a Story Schema to Retrieve Information.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- WRDCIS-WP-308
PUB DATE- Apr 81
GRANT- OB-NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; College Students; *Developmental Stages; Elementary Secondary Education; Grade 2; Grade 6; Higher Education; *Memory; *Reading Comprehension; Reading Instruction; *Reading Research; *Recall (Psychology); Sequential Learning; Training Methods

Recent research has shown that when individuals hear an impoverished, atypical, or disorganized story and are asked to recall it, they can and do produce a canonical version of it. To determine if this "strategic" manipulation of story structure undergoes developmental changes, two experiments were conducted using second and sixth grade children and college students. In the first experiment, 40 subjects at each grade level listened to "normal" or "scrambled" versions of stories and either recalled them as heard or recalled them as good (organized) stories. Results showed that scrambled stories generally depressed recall and that there was a clear improvement with age/grade in the ability to recognize a scrambled story, with second grade subjects performing especially poorly. The second experiment examined two alternative explanations for the poor performance of the second grade students: (1) younger children's memory for material they have just heard is "fragile," and any attempt to operate on it or transform it is doomed because the effort detracts from the effort to hold on to the memory itself; and (2) sequencing techniques needed to reorder a scrambled story are not well mastered in young children. Eighteen second grade children were trained to sequence the propositions of a random story into a canonical form, with the propositions continuously available for inspection, while a control group of 18 subjects received no special training. Results confirmed that second grade students could reorganize their recall only if some training in sequencing were offered them. (FL)

Grunig, James E.
Communication Behaviors and Attitudes of Environmental Publics: Two Studies. Journalism Monographs Number Eighty-One.
Association for Education in Journalism and Mass Communication.
PUB DATE- Mar 83
AVAILABLE FROM- AEJMC Publications, College of Journalism, University of South Carolina, Columbia, SC 29208.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Research; Environment; *Group Dynamics; Group Membership; Information Seeking; *Public Opinion; *Rural Urban Differences
IDENTIFIERS- *Environmental Attitudes; Environmental Awareness; *Environmental Issues

Two studies were conducted to test the situational theory of communication while at the same time using the theory to determine the nature of different environmental publics, the cognitive strategies they use to resolve environmental issues, and their demographic characteristics. One study identified and examined urban environmental publics, while the other worked with rural publics. Eight environmental issues were used for the situation perception and communication behavior variables in each study with questions eliciting the problem recognition, level of involvement and constraint recognition of the subjects for each issue. Information seeking, information processing, and knowledge of actual environmental news were also measured. Results showed that in both rural and urban samples there was a public concerned with general environmental issues, but that different publics emerged from special interest problems such as superhighways and whale extinction. When an issue affects nearly everyone, as do energy and air pollution, people who otherwise would not be concerned with the environment become members of a special environmental public. Finally, publics characterized by behavior similarities cannot be identified by demographic indicators and personal activities or attitudes. (JL)

ED 227 511 CS 207 415

White, Edward M.

Comparison and Contrast: The 1980 and 1981 California State University and Colleges Freshman English Equivalency Examination.

California State Univ. and Colleges, Long Beach.; English Council of the California State Univ. and Colleges.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTIONS- College Freshmen; Educational Testing; *Equivalency Tests; *Essay Tests; Higher Education; Objective Tests; Scoring; State Programs; Student Placement; Test Format; Testing Programs; *Test Interpretation; Test Norms; Test Reliability; *Writing Evaluation; *Writing Research

IDENTIFIERS- California

The eighth and ninth administrations of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination graded by the Educational Testing Service and an essay examination scored by California State University and College faculty, are analyzed in this report. After a preface and short index of previous volumes, the first section of the report contains a summary and fact sheet describing the tests, their results, and studies being completed on the testing program. The next section recounts the actual administration of the tests. The two essay questions used in each test are covered in the five subsections of the next section. In the first four subsections a report from the question leader, the question itself, the directions to graders, and six sample student papers are given for each of the questions, while the fifth lists the essay readers for both years. Section four presents statistical reports on the two examinations. The report's five appendixes cover a variety of topics including the budget, course credit for the examination, and descriptive statistics for both examination years. (JL)

ED 227 526 CS 504 135

Stacks, Don W.
Toward the Establishment of a Preverbal Stage of Communication.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Communication (Thought Transfer); *Communication Research; Interpersonal Communication; Language Processing; *Models; Neurolinguistics; *Neurological Organization; Psycholinguistics; Verbal Communication
IDENTIFIERS- *Preverbal Communication

Various communication studies have revealed the existence of a "preverbal" stage of communication consisting of centers within the brain that exists in an innate form or a form preprogrammed for future information acquired from the environment through experience (socialization). Such centers serve to prepare the individual for communication at the intrapersonal and interpersonal levels. These ideas about the material within the centers and their "location" are predicated on knowledge gained from contributions made by behaviorial, psychoanalytic, and neurophysiological approaches to communication study. The preverbal model operates on drives associated with both internal and external stimuli. That is, the information stored in the preverbal centers can act in concert with that in other centers to provide an internal motivation or in concert with that in external centers to produce more or less predictable communication. The level of prediction, however, is mediated by the style or dominance of one hemisphere of the brain over the other and the control of one evolutionary level of the brain over other levels. Whether such centers are scientifically verifiable will be determined in the future. For the present, it is sufficient to suggest that the preverbal stage of communication does exist and that it affects the communication of both intrapersonal and interpersonal communication. (Author/FL)

ED 227 542   EA 015 394

Cambron-McCabe, Nelda H., Ed.; Odden, Allan, Ed.
The Changing Politics of School Finance. Third Annual Yearbook of the American Education Finance Association.
American Education Finance Association.
REPORT NO.- ISBN-0-88410-896-1
PUB DATE- 82
AVAILABLE FROM- Order Department, Ballinger Publishing Company, 17 Dunster Street, Harvard Square, Cambridge, MA 02138 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Court Role; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Federal Aid; *Finance Reform; Models; Political Influences; *Politics of Education; Private School Aid; School Closing; Socioeconomic Influences; State Aid; Urban Schools
IDENTIFIERS- Tax Limitations

Nine chapters focus on major areas and issues in educational finance. Chapter 1, "Turning-Point Election Periods in the Politics of Education" by Laurence Innaccone, reports on research on changes in the national political context. John F. Jennings in chapter 2, "Politics of Federal Aid," discusses social, economic, and political influences on leadership options. In "State-Level Politics and School Financing," Susan Fuhrman analyzes political developments in the 1970s and 1980s. Tyll van Geel takes a theoretical approach in chapter 4, "The Courts and School Finance Reform: An Expected Utility Model." Patricia R. Brown and Richard F. Elmore use a model of political choice in chapter 5, "Analyzing the Impact of School Finance Reform." In "Earthquakes or Tremors? Tax and Expenditure Limitations and School Finance," Mary Frase Williams reviews research on the politics and impact of limitation efforts. In chapter 7, Chester E. Finn, Jr. examines "The Politics of Public Aid to Private Schools." Joseph M. Cronin's "Financing Urban Schools" discusses the effects of demography, litigation, retrenchment, state fiscal controls, and federal aid cutbacks. Chapter 9, "The Politics of Declining Enrollments and School Closings" by William Lowe Boyd, reports research results on decision-making processes and conflict management in closing schools. An index is included. (RW)

ED 227 557 EA 015 479

Curriculum Review. A Process for Montana Schools.

Montana State Dept. of Public Instruction, Helena.

PUB DATE- 82
AVAILABLE FROM- Publications, Office of Public Instruction, State Capitol, Helena, MT 59620.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Board of Education Policy; *Board of Education Role; Committees; *Curriculum; *Curriculum Development; Curriculum Evaluation; Educational Objectives; Educational Philosophy; Elementary Secondary Education

To assist Montana school boards, this manual outlines a four-step process for curriculum review. After a brief introduction on how to use the manual, part 1 describes the first step--organizing the curriculum committee. Covered are the committee's range of concerns, membership, responsibilities, resources, and other factors. Lists of state resource personnel and of national professional organizations are attached. Part 2 discusses identifying and assessing current district philosophies and practices. Guidelines are offered for examining present conditions and evaluating present practices, and samples of program goals and of district philosophies and goals are given. Part 3 suggests questions to ask in writing or revising the curriculum and provides samples of courses of study, curriculum scope and sequence, relating of goals to resources, a flow chart, and a competency-based curriculum. Part 4 describes the final step, assessing the new curriculum. A bibliography is appended. (RW)

ED 227 572 EA 015 495

Toward More Local Control: Financial Reform for Public Education. Final Report.
Advisory Panel on Financing Elementary and Secondary Education, Washington, DC.
PUB DATE- 31 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Block Grants; Decentralization; *Educational Finance; Educational Policy; Educational Vouchers; Elementary Secondary Education; *Federal Aid; *Federal Government; *Finance Reform; *Government Role; Private Education; *Public Education; Public Policy; School District Autonomy; Tax Credits; Tuition

The Advisory Panel on Financing Elementary and Secondary Education appointed by President Reagan in 1982 developed recommendations regarding both the Federal role in education and the practical means for carrying out that role. To encourage accountability and educational quality, the panel urged giving locally selected authorities primary responsibility for educational administration and funding. The Federal role proposed by the panel would be restricted to funding the programs required by Federal law and would limit both the enforcement of intrusive Federal regulations and the mandating of national educational objectives. The panel also encouraged support of private education as a competivtive alternative to public schooling. The panel's short-term practical recommendations included consolidating Federal categorical grant programs into less-regulated block grants, establishing educational voucher programs, offering tuition tax credits, and involving the private sector. Longer-term recommendations were to dismantle the U.S. Department of Education, turn Federal revenues back to the states originating them, deregulate public schools, encourage school-based management, and structurally reform public education. A minority of the panel disagreed with the majority's recommendations regarding education vouchers and tuition tax credits, submitting a minority report. Materials supporting the final report are provided along with a bibliography. (PGD)

ED 227 588 EA 015 513

Appleby, Judith A.
Management Module: Monitoring. A Study of State Management Practices: Looking Back at Title I and Toward Chapter 1.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AIR-857-8/82-RP
PUB DATE- Aug 82
CONTRACT- 300-80-0601
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Guides; Check Lists; Compliance (Legal); Elementary Secondary Education; Evaluation; *Federal Programs; *Federal Regulation; Feedback; Innovation; *Management Systems; *Program Administration; *Records (Forms); School Districts; State Departments of Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

This volume is the second module, "Monitoring," of the evaluation report documenting how states met the requirements of Title I of the Elementary and Secondary Education Act of 1965, as amended in 1978, and identifying exemplary State management practices and documents. The module begins with the history of monitoring provisions under Title I up to its replacement by Chapter 1 of the Educational Consolidation and Improvement Act. The next section of the module presents States' preliminary views on the future of monitoring and their tentative plans for operating under Chapter 1. All but 3 of the 49 respondents would like to continue some form of monitoring, though shortages of staff and monetary resources are anticipated problems. The last section presents examples, selected from those supplied by the States, of monitoring practices and materials organized by both processes (team approach and onsite reviews); and materials (checklists, handbooks, and feedback reports). Brief descriptions of the practices are given, and the actual monitoring documents are presented. (MLF)

ED 227 603 EC 151 031

McIntyre, Thomas C.
Dyslexia: The Effects of Visual Memory and Serial Recall.
PUB DATE- 1 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Dyslexia; *Learning Processes; Literature Reviews; Memory; Time Factors (Learning); *Verbal Learning; *Visual Learning

Research on the role of visual memory and serial recall in dyslexia is reviewed. Findings touch on feature theory, which proposes that information is held in the form of "features," and that students for example learn to discriminate letters by marking certain identifiable aspects. Other studies are described which focus on speed of processing visual information, verbal encoding of the symbols, confusion from phonetic characteristics, serial recall, and temporal order recall in nonverbal tasks. Critiques of the studies' assumptions and methodologies are presented. It is concluded that good and poor readers' differences in memory span and sequential ordering can be explained by linguistic terms and traced to dyslexic readers' verbal inadequacies in labeling, rehearsal, or chunking. (CL)

ED 227 213 CE 032 980

Crops: Classifying, Selecting, Harvesting, Grading, and Packing. Student Materials. V.A. III. IV-B-1 through IV-B-2; IV-C-1 through IV-C-2 .

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Agricultural Education; Agricultural Machinery; *Agricultural Production; Agricultural Skills; Classification; *Crop Processing Occupations; Equipment Utilization; Federal Legislation; Field Crops; Floriculture; Food and Drug Inspectors; *Food Processing Occupations; Grains (Food); Harvesting; *Ornamental Horticulture; Plant Identification; Secondary Education; Standards; *Vocational Education
IDENTIFIERS- Food Production; Fruits; National Standards; Vegetables

Part of a series of eight student learning modules in vocational agriculture, this booklet deals with crop-related activities. The first section is on harvesting methods and equipment. The following portions address the handling, grading, and packing of crops; and the classification and selection of fruits, vegetables, and ornamental plants. There is a quiz at the conclusion of each portion of text. (PLB)

ED 227 258 CE 035 278

Edwards, Kenneth R.
The Perspective of Organized Labor on Improving America's Productivity. Occasional Paper No. 89.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Feb 83
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC89--$2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cooperation; Economic Factors; *Educational Cooperation; Educational Policy; Industry; Job Skills; *Job Training; Postsecondary Education; *Productivity; Program Development; School Business Relationship; School Role; Secondary Education; Technological Advancement; *Unions; *Vocational Education
IDENTIFIERS- *Productivity Improvement

Labor continues to be an important factor in increased productivity. Mounting evidence shows that unionized workers are more productive than nonunionized workers and that unionization increases productivity in an establishment. Technological advances have resulted in jobs that require more technical preparation than a high school diploma or undergraduate degree. Eighteen of 19 jobs need technical training, work experience, or training in a particular skill or group of skills. Organized labor has moved to deal with technological changes through contract provisions and technological change clauses in collective bargaining agreements. A clearly articulated national policy is necessary to help schools keep pace with workers' training needs. Industry needs to develop and expand training programs, such as in-house training, on-the-job training, tuition aid programs, and apprenticeship. Organized labor and vocational education must cooperate to better train workers. Research concerns should include cooperation between vocational education and the apprenticeship system, promotion of sex equity by vocational education, and equal access to vocational education. (Questions and answers are appended.) (YLB)

ED 227 305 CE 035 338

Franchak, Stephen J.
Factors Influencing Program Decisions in Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Administrators; Community Influence; *Decision Making; Enrollment Influences; Federal Legislation; *Influences; Labor Needs; Political Influences; Postsecondary Education; *Program Development; *Program Improvement; Secondary Education; Socioeconomic Influences; State Legislation; *Vocational Education

A study was conducted to identify the factors that secondary and postsecondary vocational education administrators use as the basis for their decisions to add, terminate, or modify their programs. Data were collected through a telephone survey of 115 secondary and postsecondary administrators and by face-to-face interviews with an additional 25 administrators, representing various states, rural and urban areas as well as types of schools. Analysis of the data gathered showed that the following factors influenced administrators' program decisions: (1) locally conducted surveys of industry; (2) advisory committees, especially in decisions to add or modify programs; (3) student enrollment figures and student interest; (4) job placement rates; (5) input from faculty and administration (a major factor); and (6) published labor market data. One important implication of the study concerns labor market data. Although these published reports often influence policy requirements at the state and federal levels, local administrators' decisions were not usually data based; rather, data reports were used to verify decisions already made or to meet state or federal requirements. A second implication of the study concerns an activity that warrants further attention: faculty visits to local industries should be increased and budgets should allow for this activity. The study also showed the need to harmonize local decision making with legislated decision-making processes to increase the impact of vocational education. (KC)

ED 227 332 CE 035 419

The Aging Society: A Challenge for Nursing Education. Papers Presented at the Fall 1981 Meeting of the Southern Council on Collegiate Education for Nursing.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, NW, Atlanta, GA 30309 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Aging (Individuals); Associate Degrees; Curriculum Development; *Educational Needs; Educational Research; Educational Trends; Futures (of Society); *Gerontology; Health Needs; Higher Education; Individual Needs; *Nursing Education; *Older Adults; *Program Development; Teacher Participation; Two Year Colleges
IDENTIFIERS- Duke University NC; Emory University GA

This conference report consists of the texts of nine papers presented at a conference on the need for nursing education programs to respond to the needs of the elderly for specialized nursing care. Included in the volume are the following reports: "The Aging Society and Nursing Education: A National Perspective," by Daniel J. O'Neal, III; "Research in Gerontology and Implications for Nursing Education," by Celeste A. Dye; "The Aging Society and Nursing Education: Critical Issues from the Practice Arena," by Linda D. Robinson; "Curriculum Considerations in Baccalaureate and Higher Degree Programs," by H. Terri Brower; "Gerontological Nursing: Curriculum Considerations in Associate Degree Programs," by Mary Jean Etten; "Faculty Members' Involvement in a Gerontological Nursing Program: Duke University School of Nursing," by Ruby L. Wilson; "Faculty Involvement in a Gerontological Nursing Program at Emory University, Atlanta," by Elizabeth A. Mabry; "Gerontological Nursing Education," by Lois N. Knowles; and "Future Directions in Gerontological Nursing," by Charlene Connolly Quinn. (MN)

ED 227 346 CE 035 448

Larson, Carl H.; And Others
Vocational Education for Special Students (VESS) Basic Manual.
Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Colleges; Community Cooperation; Competency Based Education; Cooperative Programs; *Disabilities; *Disadvantaged; Dropouts; Education Work Relationship; High Schools; Job Skills; Mainstreaming; *Program Development; Remedial Instruction; *Remedial Programs; School Business Relationship; *Special Education; *Vocational Education
IDENTIFIERS- Vocational Education for Special Students Program

The Vocational Education for Special Students (VESS) program, structured around local resources and community college vocational programs, makes use of local business in combination with available educational facilities and programs to provide a unique learning experience. The program is aimed at developing job-specific skills that can lead to employment for special needs students. This Basic Manual, one of seven documents developed for the VESS program, provides information for teachers and administrators in developing a program for handicapped and disadvantaged students. The manual is divided into four parts. Part 1 provides the necessary background of the program and includes program objectives, definitions, a glossary, and an explanation of the role of personnel. Part 2 includes details of how to implement the VESS programs. Practical steps are included to select students, prepare Individualized Educational Plans, develop training sites, write training plans and agreements, monitor student performance, and grant credits and certificates. Part 3 addresses the issues that must be considered by school administrators when they allow students from their districts to participate in VESS. Part 4 is a summary that provides a review of the project, including additional charts and explanations to help the readers obtain an overall understanding of the concept of VESS. (KC)

ED 227 360 CE 035 485

Medoff, James L.
Formal Training and Labor Productivity.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- 400-81-0021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Vocational Education; *Blue Collar Occupations; *Job Training; *Labor Force Development; Managerial Occupations; Manufacturing Industry; Off the Job Training; On the Job Training; *Outcomes of Education; *Productivity; Professional Occupations; Surveys; *White Collar Occupations
IDENTIFIERS- Impact Studies

The impact of certain types of training on labor productivity or performance in different settings was assessed. In the manufacturing sector, it was found that the extent of in-house, employer-sponsored, job-related training has a positive relationship with output per labor hour. The extent of this type of training received out-of-house did not appear to have this positive association. In the case of managerial and professional employees at two large manufacturing companies studied, attendance at a formal training program appeared to have a positive impact on rated performance. At one of the two companies, however, salary growth did not reflect the positive training-performance relationship. Study results had these implications for human resources management: (1) a company's formal training programs should be chosen with care; (2) some direct evaluation of the contribution of these programs is possible; and (3) the interface between training and other personnel practices, in particular compensation policy, should be carefully considered. (YLB)

ED 227 389 CG 016 517

Tjosvold, Dean; Field, Richard H. G.
Managerial Decision Making: The Effects of Structuring Controversy and Consensus.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Role; Business Administration; College Students; Curiosity; *Decision Making; Discussion; Evaluative Thinking; Group Dynamics; Higher Education; Peer Relationship; Performance Factors; *Problem Solving
IDENTIFIERS- *Consensus; *Controversy

By structuring the manner group members use to reach a decision, managers can affect the processes and outcomes of decision making. Business administration undergraduates (N=78) were randomly assigned to three groups and told to make group decisions based on the process their manager selected, i.e., they were either to seek concurrence, debate opposing views, or express their own views as they made their decisions. During discussion, managers acted as observers rating quality of the decision, acceptance of it, and interpersonal attitudes. Participants also rated the decisions and the group interrelationships. Analyses of results indicated that participants in the controversy condition were uncertain about both their knowledge and the decision, but explored the problem in depth. Participants in the concurrence seeking condition felt confident about their understanding and the decision, though they did not explore the problem fully. They indicated they liked each other and felt their relationship was cooperative. Participants in the consensus condition were more confident about their understanding and decision but did not actually explore the problem as thoroughly as participants in the controversy condition. The findings suggest that controversy generates the greatest problem exploration. (Author/JAC)

ED 227 405 CG 016 537

Lopez, Frederick G.

Some Considerations Regarding the Use of Pardoxical Interventions.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Modification; *Change Strategies; Clinical Psychology; Counseling Effectiveness; *Counseling Techniques; Ethics; Feedback; *Intervention; *Paradox; Stress Variables

This paper discusses paradoxical interventions, considering some of the structural variations among paradoxical techniques found in the treatment literature and in general, and highlighting clinical and ethical issues that are pertinent to the application of paradoxical techniques. The structuring of the theraputic paradox is discussed including the use of rationales, defined as verbal statements that conceptually link the impending directive to the overall goal of theraputic change. Categories of rationales, i.e., those that emphasize additional data gathering, and those that redefine the problem, are described and illustrated in case examples. The second component of the theraputic paradox, the directive, is described and its use is illustrated in a marital counseling situation. The follow up to the paradox, or handling client comments about the change process, is discussed along with specific suggestions for this phase of the process. Ethical considerations in the use of paradox, especially with psychotically disorganized clients, are summarized in a final section. (MCF)

ED 227 421 CG 016 554

Howard, Melissa

My Neighbor Is a Battered Woman.

New Mexico State Commission on the Status of Women, Albuquerque.
SPONS. AGENCY- Levi Strauss Foundation, Inc., San Francisco, Calif.
PUB DATE- Sep 81
AVAILABLE FROM- New Mexico Commission on the Status of Women, 600 2nd Street NW, Suite 809, Albuquerque, NM 87102 (Free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Battered Women; Case Studies; *Civil Rights; Delivery Systems; Family Problems; *Information Sources; Interpersonal Relationship; Marital Instability; Sex Role; Social Problems; *Victims of Crime
IDENTIFIERS- *Family Violence; *New Mexico

This book is intended as a general introduction to the problems of battered women. The format for part 1 consists of the presentation of facts about wife beating, i.e., who are victims, characteristics of batterers, the environment in which family violence exists, and services for battered women. These facts are illustrated by the presentation, on alternating pages, of a fictional wife battering situation. Part 2 of the booklet provides advice for the victim before, during, and after the attack and presents information on the role of the police, going to court, criminal and civil charges, and restraining orders. The decision about whether a battered woman should stay with the man or end the relationship is also discussed. Part 3 of the booklet includes a suggested reading list and a resource list of shelters and other family violence programs and resources in New Mexico. Although the information about legal matters and resources for battered women is geographically specific to New Mexico, the booklet provides a useful basic introduction to anyone interested in learning more about the problem of wife battering. (JAC)

ED 227 451 CS 007 027

Roth, Rita
Literacy Acquisition and Knowledge Control in the First Grade.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Basal Reading; *Beginning Reading; *Critical Reading; *Cultural Influences; Grade 1; Primary Education; *Reading Attitudes; *Reading Instruction; Reading Research; Student Development; Teacher Attitudes; Teacher Behavior; *Teacher Influence; Teaching Styles; Values Education

A study explored the relationship between social/cultural control and the way knowledge is structured and presented in schools. "Critical literacy" was defined as the perception of meaning within the total context of the relevant experiences of the reader. The "dilemmas of schooling" language developed by A. Berlak and H. Berlak was used to characterize the ways the teachers in the study linked thought to action. Subjects, 10 children in two first grade classes, were observed for 10 months; they and their mothers were also interviewed before and after the school year. Although both classroom environments were nearly identical, strong differences surfaced in the teachers' patterns of control. Their actions transmitted two distinct views of reading to their students, with one teacher encouraging a decoding view of reading while the other encouraged critical literacy. The teachers also projected different messages about the relation of public to private knowledge and the importance of conformity or challenge to the status quo. Assumptions embedded in the basal reading program also transmitted cultural values to the students. The combination of the teachers' patterns of resolution and the curriculum of the school tended to distance the students from personal involvement with public knowledge and to reinforce conformity and obedience, making it unlikely that children would be able to achieve critical literacy in this setting. (JL)

ED 227 604 EC 151 034

Stein, Debra Kosteski; And Others
Automatic Memory Processes in Mentally Retarded Persons.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; *Item Analysis; *Memory; *Mild Mental Retardation; *Moderate Mental Retardation; *Recognition (Psychology); Testing

Automatic memory processes were investigated in 10 mild and moderately retarded persons (21 years old) and in 10 chronological age-matched college level and 10 mental age-matched elementary grade control subjects through use of a frequency estimation task. This task required the subjects to view a series of slides, then estimate how many times special target items appeared in the series. Results showed that although both control groups were able to discriminate the frequency of occurrence of most target items, the mentally retarded subjects confused items occurring once with those occurring four times. Also, in most instances the mentally retarded subjects produced less accurate estimates than controls. Findings indicate that mentally retarded persons do possess some basic automatic memory processes, but these processes fail to operate as efficiently as they do in nonretarded populations. (Author/PB)

ED 227 620 EC 151 065

San Francisco Infant Program. Final Progress Report, July 1, 1981-June 30, 1982.
San Francisco State Univ., CA. Dept. of Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 28 Jun 82
GRANT- G007900515
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Behavioral Objectives; *Child Development; *Disabilities; *High Risk Persons; *Home Instruction; *Infants; Instructional Materials; Minority Groups; Parent Education; *Preschool Children; Preschool Curriculum; Preschool Education; Program Descriptions; Teacher Education
IDENTIFIERS- *California (San Francisco)

The San Francisco Infant Program provides classroom and home educational programs for handicapped (or at-risk) infants (0-18) months and toddlers (18-36 months), parent training, preservice and inservice training, and research opportunities. The transdisciplinary training focuses on the following skills: gross and fine motor, cognitive, communication, self-help, and social. A total of 41 children were enrolled during 1979-1982, with about 20 participants per year. The program also: 1) established a model for the diagnosis, assessment, and referral of Caucasian, Black, and Spanish-speaking clients; 2) trained parents to develop systematic learning activities with their children; and 3) measured infant behaviors and parent teaching skills using standardized tests. The staff includes an infant and toddler teacher, physical and speech therapists, and consultants. In cooperation with San Francisco State University, students were trained in atypical infant development, and research projects were designed to validate curriculum programs for handicapped infants. The substantial appended materials include: sample infant curricula and a list of curricular objectives; data on services, training, and other program accomplishments; an individualized education program form; data collection forms for formulating infant educational plans; a master's thesis on techniques to train motor responses with severely handicapped infants; a description of electronic toys used to train a Down's syndrome toddler; a student training manual for special education (emphasizing severely handicapped and early childhood); and a program description emphasizing parent education and service provision to a culturally diverse population. (SEW)

ED 227 230 CE 034 860

Lawrence, Layle D.
Energy Conservation in Agriculture. Competency Based Curriculum.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- Dec 82
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Education; *Agricultural Production; Behavioral Objectives; Competency Based Education; *Conservation Education; Curriculum Guides; *Energy Conservation; Farmers; *Greenhouses; High Schools; Individualized Instruction; Instructional Materials; Learning Activities; Learning Modules; *Lighting; Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- West Virginia

This competency-based energy conservation in agriculture curriculum for grades 11 and 12 is organized into seven modules. Intended for use for individualized or group instruction, the lessons should fit into existing units in courses of study rather than be presented as a single comprehensive energy conservation unit. Each module is based on from one to five competencies. For each one a student competency sheet is provided with the following information: module number and title, competency statement, an introduction, a list of needed resources and equipment, a list of learning activities, and a list of evaluation activities. Where appropriate, reference materials (reprints of articles, circulars, and bulletins), lecture notes, and transparency masters are provided to enable the students to complete the learning activities. Module topics are an introduction to energy conservation in agricultural and energy conservation in livestock and poultry production, farm lighting, tractor and farm engine operation, farm truck and pickup usage, crops production, and greenhouse operations. (Sources of additional reference materials needed to complete lessons are cited.) (YLB)

ED 227 244 CE 035 231

Gillen, Marie A.

Putting the Horse before the Cart: Teaching Adults about Teaching Adults.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Adult Education; *Adult Educators; *Adult Learning; *Cognitive Style; Inservice Teacher Education; *Teacher Education; *Teaching Methods

Through personal experience, an adult educator came to the conclusion that adults come to a course labeled "Teaching Adults" primarily to learn about themselves, their own self-development, and their own process of learning. Only secondarily do they come to learn the ways and means of communicating knowledge and ideas to others. In the first teaching experience, the educator focused the course on helping adult educators become good facilitators of learning. A combination of mini-lectures, discussions, small-group work, and films was used to deliver content. During the course a new participant interest emerged, namely that adult educators wanted to learn about themselves. The course was revised to combine the experiential learning model and Knowles' andragogical ideas that are based on learners' needs. To meet the altered course objectives, a change in process was demanded. Personal reflection, the putting of theory into practice in work situations, and case studies were used. For most participants the discussion on adult learning styles was particularly significant, especially regarding the need for a variety of activities in any learning experience. (YLB)

ED 227 289 CE 035 322

Rice, Eric; Spetz, Sally H.

Basic Safety I. Apprentice Related Training Module.

Conserva, Inc., Raleigh, N.C.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Accident Prevention; *Accidents; *Apprenticeships; Career Education; Definitions; Employee Responsibility; Employer Employee Relationship; *Federal Legislation; Labor Legislation; Occupational Safety and Health; Postsecondary Education; Pretests Posttests; Recordkeeping; *Safety; State Legislation; Technical Writing

One in a series of core instructional materials for apprentices to use during the first or second years of apprentice-related subjects training, this booklet deals with basic safety. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the four instructional chapters included in the booklet are employer and employee roles and responsibilities for safety on the job, accident causes and prevention, accident reporting and recordkeeping, and safety laws. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

Tabor, Lila; And Others
The Effects of Verbal Labeling on Optional Shift Performance of Young and Old Adults.
SPONS. AGENCY- North Dakota Univ., Grand Forks.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Cognitive Processes; Cohort Analysis; College Students; Gerontology; Higher Education; Intellectual Development; Intelligence; Learning Theories; Older Adults; Performance Factors; *Shift Studies; *Visual Discrimination; Young Adults
IDENTIFIERS- *Verbal Labeling

The few studies concentrating on adult age changes in discrimination shift behavior have reported that the performance of elderly adults on such tasks is inferior to that of younger adults and, in fact, similar to that of children. To determine whether verbal labeling, which has facilitated the performance of young children, would also reduce age decrements in the discrimination shift behavior of elderly adults, 32 college students and 26 older adults were randomly assigned to one of two optional shift conditions. In the label condition, subjects were encouraged to verbalize the value of the dimension made relevant by reinforcement in the initial learning phase. In the no label condition, subjects proceeded as usual, i.e., without verbalizing the correct values of the relevant dimension. Analyses of results indicated an absence of age-related differences in the number of reversal shift choices; however, older adults made reversal shifts less often than did younger adults. Although older adults' initial learning performance on the optional shift task was facilitated by labeling, their shift discrimination performance was actually impeded by labeling. (Author/JAC)

ED 227 482 CS 207 367

Blau, Sheridan
The Status of the Writing Crisis: A Retrospective and Prospective Report on the 1980 Symposium on Literacy at the Center for the Study of Democratic Institutions.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Elementary Secondary Education; *English Teacher Education; *Inservice Teacher Education; *Literacy; Political Issues; *Professional Recognition; *Public Opinion; Teacher Qualifications; *Writing Instruction; Writing Research

The presentations and discussion at the 1980 Symposium on the Writing Crisis held in Santa Barbara, California, yielded two different but complementary perspectives on the problems of writing and writing instruction--a political perspective and a professional one. From a political standpoint there was general agreememt that the notion of a "writing crisis" had meaning mainly in the political arena and then mostly as a slogan and popular myth. Nearly all agreed that the writing crisis parents and school boards seem to be worrying about is largely an invention of the media. Most expressed the suspicion that communities were getting what they wanted in the literacy of most of their students--a form of literacy that gives more attention to the appearance of correctness in an utterance than to its quality as thought. From a professional perspective, the panelists were unanimous in their view that composition claims a privileged place in any curriculum for the unique contributions it makes to the intellectual growth of the student. They also agreed that, unfortunately, instruction in composition in real classes often trivializes the discipline, reducing it to drill work or perfunctory theme writing on topics calling for canned answers in correct forms. The most important reason teachers need to learn about recent scholarly advances in composition is to combat their powerlessness by making the knowledge they already possess more authoritative. The best hope for improvement lies in staff development programs modeled after the Bay Area Writing Project, which are committed to the principles that serve to correct the major defects of current approaches to inservice education and to the teaching of writing. (HOD)

ED 227 497 CS 207 401

Lorch, Sue

Teaching Audience Analysis in the Writing Center.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audiences; Higher Education; *Learning Laboratories; Persuasive Discourse; Rhetoric; Teacher Role; Tutorial Programs; *Tutoring; Tutors; Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Audience Awareness; *Writing Laboratories

Awareness of audience is of major importance in rhetoric, but most students who come to a writing center need help in recognizing and accommodating an audience for their work. Standard warnings from rhetoric texts and writing instructors not to write for the instructor not withstanding, it is the job of the writing center staff to help the student acknowledge the professor (the professional, not the person) as audience. The center staff must also teach the students the conventions of academic discourse and help them to adjust their writing accordingly. Minimally, such discourse is formal, serious, properly documented, structured, of limited scope, substantiated, correct, guided by reason, and informative or interpretive. Writing center staff should also know the conventions of academic forms: the case study, the laboratory report, the review paper, and research papers in the humanities, social sciences, and natural sciences. Finally, a usage preference profile of faculty will enable the center staff to guide the students' writing realistically. (JL)

ED 227 512 CS 207 416

Gerrard, Lisa
Using a Computerized Text-Editor in Freshman Composition.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- College Freshmen; *Computer Assisted Instruction; *Course Evaluation; Higher Education; *Revision (Written Composition); *Student Reaction; *Word Processing; Writing Instruction; *Writing Research
IDENTIFIERS- Freshman Composition; *Text Editors

To determine how useful a computerized text editor would be in helping students to revise their papers, an interactive text manipulation system (Wylbur) was made available to two classes of freshman composition students at the University of California, Los Angeles. Since the course received no advance publicity, students did not know when they enrolled that they would work with a computer. Analysis of student responses to a questionnaire about their experiences using the editor revealed the following: (1) too much extra time was required of them to use the word processor; (2) most reported Wylbur was at least manageable; (3) the single most frequent complaint concerned long lines and the apparently endless wait for a terminal; (4) the process for learning how to use the computer was often frustrating and cumbersome; (5) students preferred Wylbur to a typewriter and found computer-assisted revision easier and faster than manual revision; (6) most confined themselves to simpler procedures, overlooking commands that might encourage wholesale revision; (7) time limits/restrictions and expense discouraged full-scale revision; and (8) the system helped poor typists by allowing easier typographical correction and poor proofreaders by offering not only easy mechanical revision but also a fresh view of the text. (The questionnaire with student responses is included.) (HOD)

ED 227 558 EA 015 480

Annual Statistical Report, 1981-82.
Phoenix Union High School District, Ariz.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Budgets; High Schools; Institutional Characteristics; Programs; *School Districts; *School District Spending; School Funds; *School Personnel; School Statistics; Special Education; *Student Characteristics; Tables (Data); *Test Results
IDENTIFIERS- *Phoenix Union High School District AZ

An information source for district personnel and others, this report uses tables and some charts and text to present data on student, staff, and business aspects of Phoenix (Arizona) Union High School District. Many of the data are broken down by each of the district's 11 schools and 8 separate programs. Part 1 begins with historical and background information, lists district goals, and points out future trends in the district. Part 2 covers student and program data, providing information on numbers and percentages of students, ages, grades, attendance, ethnic groups, graduates, dropouts, geographical attendance area, subjects, summer school, psychological services, special education, and other programs. Personnel matters are addressed in part 3, which looks at certified and classified staff, teacher absences, and numbers of teachers by subject. Part 4 presents the results of student tests, including the California Achievement Test, the district's Free Enterprise Test, the American College Test, and minimum proficiency tests in reading, writing, and mathematics. Part 5, on business services, examines budget information, district costs, nonbudgetary funds, assessed valuations, tax rates, and project funds from nonlocal sources. Ten special programs and projects are briefly described in the report's final part. (RW)

ED 227 214 CE 032 984

Electricity: Safety and Vocabulary, Wiring, and Motors. Student Materials. V.A. III. V-A-1 through V-A-5 .

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Agricultural Education; Agricultural Engineering; Definitions; Electric Circuits; *Electricity; *Electric Motors; Electronic Equipment; Energy; Equipment Maintenance; Equipment Utilization; *Farm Management; *Safety; Safety Equipment; Secondary Education; Vocational Education
IDENTIFIERS- Electrical Production; *Electrical Wiring; Energy Consumption

Designed for use in vocational agricultural classes, this student manual deals with the use of electricity. The first section gives vocabulary words and safety instruction. Other sections contain information on wiring and motors. A quiz on the materials covered concludes the booklet. (PLB)

ED 227 274 CE 035 301

Medical Service Specialist, Blocks I & II, 10-10. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 11 Jul 75
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; Course Descriptions; Curriculum Guides; Learning Activities; *Medical Assistants; *Medical Services; Nurses; *Nurses Aides; *Nursing Education; Postsecondary Education; Programed Instructional Materials; Safety; Textbooks; *Vocational Education; Workbooks
IDENTIFIERS- Military Curriculum Project

This first course of a two-course, postsecondary-level series for medical service specialists is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the 50-hour course is to provide training in the basic theory and skills for providing nursing care and treatment to patients in medical wards, dispensaries, and clinics. Information and training is designed for students at the apprentice level. Two blocks of instruction cover Nursing Fundamentals I (ethics, medical terminology, anatomy and physiology, vital signs, admission and disposition of patients, hospital and environmental safety, lifting and moving, intake and output procedures, medical material procedures, and common disease-causing organisms) and Nursing Fundamentals II (diet, comfort and hygiene, medical and surgical aseptic techniques, application of heat and cold, and nursing care of surgical patient). Instructor materials include a course chart and plan of instruction detailing the units of instruction, criterion objectives, and support materials needed. Student materials include 12 study guides or workbooks with exercises and problems, four programed texts, and a handout of anatomical drawings. Suggested audiovisual aids are not provided. (YLB)

ED 227 318 CE 035 356

Patterns of Participation in Vocational Education by Secondary Students in Several LEAs. Research Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Models; Participant Characteristics; *Research Methodology; Research Needs; *Research Problems; Secondary Education; *Student Participation; *Vocational Education

This study identifies major problems and concerns encountered when attempting to apply the multifaceted classification model developed by Campbell and others (1981) called "Patterns of Participation," which describes the multiple ways that secondary students participate in vocational education and how their courses are classified. It also assesses how well the outcomes of those applications replicated or verified selected empirical results reported by the model's developers. The model was applied to the high school transcripts of samples of students from three urban school districts. Two major conclusions were reached. The first conclusion is that while no debilitating problems were encountered during the applications of the model, a number of conceptual and operational concerns were identified. These concerns include the following: (1) Local school districts often use unique course titles that do not correspond directly with those listed in the codebook of the model; (2) local districts define and offer more general courses than those cited in the codebook; (3) some courses do not fit into the model's definitions; (4) some definitions and rules of the model need clarification; and (5) certain vocational programs are "discriminated" against by the model. The second conclusion was that the model is replicable across data sets and should, therefore, be of use to vocational planners and researchers. (KC)

ED 227 374 CG 016 502

Monroe-Scott, Bettina; Mirand, Valetta
A Guidebook for Planning Alcohol Prevention Programs with Black Youth.
National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-81-1055
PUB DATE- 81
CONTRACT- NIAAA-ADM-281-79-3001
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Alcohol Education; *Alcoholism; *Black Youth; *Community Programs; Drinking; Drug Abuse; Fund Raising; Needs Assessment; *Prevention; *Program Development; Program Proposals; Secondary Education; Workshops

This guide, developed to assist black community organizations in starting alcohol abuse prevention programs for black and urban youths, describes community action approaches developed for and tested by the black community in model community alcohol abuse prevention workshops in Chicago, Fort Lauderdale and Philadelphia. The material is organized in five chapters, each beginning with an overview or statement of purpose and bulleted goals and/or knowledge to be obtained. Chapter 1 discusses black history with an emphasis on alcohol use by black Americans. Chapter 2 explores prevention approaches and offers nine alcohol prevention strategies suitable for black adolescents. Chapter 3 presents steps in starting prevention programs, e.g., community mobilization, cosponsorship, networking, grantsmanship and outreach. Chapter 4 addresses evaluation, stressing ways to determine if programs are meeting objectives. Chapter 5 is a resource section listing national, state, and local private and public organizations by name and address as well as available resource materials appropriate for youth prevention programs. The three appendices provide program planning materials (grant proposal outline and grant charts, and needs assessment guidelines and forms); community workshop materials (letters, agenda, feedback forms, worksheets, and overhead projector outlines); and a glossary of terms and a list of references. (MCF)

ED 227 406 CG 016 538

Rank, Mark R.; Sabatelli, Ronald M.
Path Analysis: A Link between Family Theory and Reseach.
Wisconsin Univ., Madison. Center for Demography and Ecology.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- Oct 82
GRANT- HD-05876
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling Techniques; Crisis Intervention; Divorce; *Family Counseling; *Family Relationship; Individual Power; Models; *Path Analysis; Predictor Variables; *Research Methodology; Social Science Research; State of the Art Reviews

This paper discusses path analysis and the applicability of this methodology to the field of family studies. The statistical assumptions made in path analysis are presented along with a description of the two types of models within path analysis, i.e., recursive and non-recursive. Methods of calculating in the path model and the advantages of using the path model over multiple regression are presented in a series of tables which illustrate each step in the process. The second section of the paper discusses the application of path analysis to family studies in three situations: family crisis, divorce, and marital power. Characteristics of each of the three hypothetical situations are described in detail and the path model of research for each situation is discussed and graphically illustrated in accompanying figures. The conclusion emphasizes path analysis as the link providing the needed reciprocity between theory and research. (MCF)

ED 227 452 CS 007 028

Varenne, Herve; And Others
"I Teach Him Everything He Learns in School": The Acquisition of Literacy for Learning in Working Class Families. Final Report.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 28 Feb 82
CONTRACT- 400-79-0046
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; Ethnography; Family Environment; Family Involvement; *Family Life; Intermediate Grades; Junior High School Students; *Literacy; *Parent Child Relationship; *Reading Habits; *Reading Research; *Working Class

Presenting an indepth examination of 12 working class families to determine what they did that either helped or hindered children in making the transition from basic literacy (the ability to decode written symbols) to advanced literacy (the ability to use writing for the acquisition of knowledge), this report focuses on 12 children, 1 from each family, some of whom were doing well and some badly in school. (These children ranged in age from 10 to 13 (grades 4 to 7); seven were Black and five of Irish heritage; and six were boys and six girls.) In the first chapter, the philosophical and research issues that influenced the research are summarized. This is followed by a summary of findings, a discussion of the theoretical significance of the study, and an outline of the report. Criteria for the selection of families, field procedures, and data analysis are provided in the second chapter, while chapter three provides a profile of a family, examining their relations with the marketplace, with their neighbors, and with their kin. This is followed by a profile of the family's literacy use in the marketplace, in housework, in social networks, in the school, for information and entertainment, and for special purposes. The functional and symbolic constraints of the structuring of literacy use are also discussed. The fourth chapter examines the position of the child within the family. Chapter five provides an analysis of two families doing one homework scene each. The report concludes with a chapter that links the research to other sociological studies. (A profile of one family is appended.) (HOD)

ED 227 467 CS 007 045

Triplett, DeWayne

The Mapping of Literary Elements by Eighth Graders and College Sophomores Following the Reading of a Narrative.

PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Developmental Stages; Grade 8; Higher Education; Reading Instruction; *Reading Processes; *Reading Research; *Reading Skills; Recall (Psychology); *Schemata (Cognition); Secondary Education; Sequential Learning; *Student Development
IDENTIFIERS- Directed Reading Thinking Activities; *Group Mapping Activity

A study explored the group mapping activity, a process that encourages each reader to construct a visual schema or map following the reading of a story. It also sought to determine if there is a developmental sequence in eighth grade and college students' mapping and if these representations provided new insights into how readers process language. Subjects were 26 eighth grade students and 30 college sophomores, all of whom participated in their respective language arts classes. After a story was presented to them by means of the directed reading thinking activity, students completed a written retelling of the story and then mapped their perceptions of the selection. Results indicated that both groups drew essentially the same percentage of interactive, identification, and linear maps, but they differed considerably in the ways they distributed the internal elements (character relationships, symbolic awareness, sequence of events, and ancillary characters) and the character/thematic components (protagonists, protagonist shift, theme, protagonist and theme, and protagonist shift and theme) among the three map classifications. These results seem to support the idea that the college students were at a higher developmental level. (JL)

ED 227 527 CS 504 137

Berryman-Fink, Cynthia
Communication Training as a Prevention to Sexual Harassment.
PUB DATE- 16 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Business Communication; *Communication Skills; Females; Holistic Approach; Interaction; *Interpersonal Communication; Males; *Organizational Climate; Program Development; *Sensitivity Training; *Sex Differences; Sex Stereotypes; *Sexual Harassment

Although illegal, sexual harassment is frequent in the American workplace and extremely disruptive and costly to employees and employers alike. Most organizational responses to the problem have been hard line, short term, after-the-fact measures that inform, threaten, or discipline employees. What is needed, however, is a training program with an emphasis on understanding and improving male-female interaction on the job. Such a program should include information about the definition and legalities of sexual harassment, information about company philosophy and grievance procedures, awareness training about typical causes of sexual harassment, and male-female interaction training as a way to prevent sexual harassment. Awareness of male-female differences in verbal, nonverbal, and interpersonal communication should clarify both male and female workers' misunderstandings of each others' motives and behaviors. Finally, both sexes should also learn to develop new, nonstereotyped communication skills. (JL)

ED 227 543 EA 015 437

Sullivan, LeRoy L.
A Holistic Model of Educational Management and Administration. EXCEL: EXChange for Enrichment of Learning.
Arkansas Univ., Little Rock. Office of Instructional Development.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Administration; *Educational Development; Educational Objectives; Enrollment Trends; Faculty Development; *Higher Education; *Holistic Approach; Improvement Programs; Instructional Development; Models; Organizational Development; Organizational Objectives; Retrenchment; Student Improvement; Student Motivation

Faced with declining enrollments and decreasing resources, institutions of higher education need to consider new ways to conceptualize their purposes and the administrative processes relevant to those purposes. Asserting that the organizational structure of the institution and the learners, educators, and instructional methods interacting in that structure are the major elements manipulated through administrative processes, this report urges implementation of efforts to develop student capabilities and motivation, faculty strengths, instructional techniques, and organizational structures. General developmental trends are described. The report then proposes a conceptual model of the interactions among the four domains described, presenting the model graphically as a Venn diagram of four intersecting circles. The model is intended to encourage awareness of the dynamic interplay among any two, three, or four domains, thus permitting more holistic management or administrative approaches to the various aspects of the development of higher education. (PGD)

ED 227 573 EA 015 496

Catholic Secondary Education: Now and in the Future. A Seminar.
Dayton Univ., Ohio.; National Catholic Educational Association, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Catholic Schools; Educational Planning; *Futures (of Society); Professional Development; *Religious Education; School Effectiveness; *School Organization; School Statistics; Secondary Education; *Secondary School Curriculum; Socioeconomic Influences; Staff Development; Tables (Data); Technological Advancement

The major presentations given at a seminar on the current state of Catholic secondary education are recorded in this publication. The intent of the seminar was to establish a foundation on which to base consideration of Catholic secondary education's future. Among the issues explored in the seminar's eight major addresses were teacher and administrator development; organizational problems indigenous to Catholic secondary schools; key curriculum dilemmas; the effects of economic stagnation, ideological conservatism, computers, and telecommunication upon school purposes and practice; the assessment of religious education program effectiveness; and the relationship of the Catholic secondary school to the larger Catholic church. Tables presenting statistical information relating to Catholic education are presented in an appendix. (PGD)

ED 227 589 EA 015 514

Harrison, Laurie R.

Management Module: Parent Involvement. A Study of State Management Practices: Looking Back at Title I and Toward Chapter 1.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AIR-857-8/82-RP
PUB DATE- Aug 82
CONTRACT- 300-80-0601
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Guides; Compliance (Legal); Elementary Secondary Education; Evaluation; *Federal Programs; *Federal Regulation; Innovation; *Management Systems; Parent Materials; *Parent Participation; Parent School Relationship; *Program Administration; School Districts; State Departments of Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

This volume is the third module, "Parent Involvement," of the evaluation report documenting how states met the requirements of Title I of the Elementary and Secondary Education Act of 1965, as amended in 1978, and identifying exemplary State management practices and documents. The module begins with a history of parent involvement under Title I up to its replacement by Chapter 1 of the Educational Consolidation and Improvement Act. The next section explains that approximately two-thirds of the States plan either to encourage parent involvement in their local education agencies (LEAs) or to take an active role in ascertaining whether or not the LEAs are consulting with parents. The last section presents examples, selected from those supplied by the States, to address parent involvement. The examples are divided into two basic categories with several subcategories. The first category, "forms of parent involvement," includes general tips; ways of involving parents at home, at school, and through councils; and parents' role in the design and implementation of programs. The second category, "methods of providing information to parents and staff on parent involvement," includes handbooks, newsletters, workshops and meetings, audiovisual materials, resource centers, parent-teacher conferences, home visits, and information notices sent home with children. (MLF)

ED 227 605 EC 151 035

Singer, George H. S.; Apolloni, Tony

Successful Living: Understanding Californians with Special Developmental Needs.

California State Council on Developmental Disabilities, Sacramento.

PUB DATE- 81

CONTRACT- C-30030

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- *Advocacy; Community Services; Definitions; *Delivery Systems; *Developmental Disabilities; Developmental Programs; Human Services; Individual Needs; *Normalization (Handicapped); Resources; *Special Education

IDENTIFIERS- California

The book defines functional and categorical approaches to needs of developmentally disabled citizens, compares the current with the ideal service delivery system, describes approaches for effective advocacy efforts, and includes a resource guide for Californians. Seven functional definitions of such terms as self care, mobility, and capacity for independent living are followed by six categorical definitions of specific disabilities including mental retardation and cerebral palsy. Next, the concepts of individualization, normalization, and the developmental model are applied to seven in-home services such as respite care and in-home training; aspects of special education including instructional approaches, support services, and vocational programs; and different levels of independent living situations for adults. Finally, four kinds of advocacy (individual, parent-to-parent, parent-to-person, and group) are described in respect to needed changes such as reallocating poorly spent resources in community-based services and utilizing a hierarchy of tactics to effect change. The resource guide includes address lists for resource centers, area boards, and individual advocacy groups. Sample case studies are provided. (MC)

ED 227 259 CE 035 279

Poulard, Othello W.
The Expanding Role of Community-Based Organizations: Implications for Vocational Education. Occasional Paper No. 90.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Feb 83
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC90--$2.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Involvement; *Community Organizations; Economically Disadvantaged; Employment Services; *Human Services; Job Training; Minority Groups; Organizational Objectives; *Poverty Areas; *Vocational Education
IDENTIFIERS- *Community Based Organizations

Community-based organizations (CBOs) are neighborhood-based groups committed to providing human services to poor and minority individuals. The charge that government ineptness generates a need for CBOs is supported by examination of the federal government's operation of the general revenue sharing program. A project set up by CBOs collected data on abuses concerning allocation and misuse of funds. CBOs also worked to press for monitoring activities for Comprehensive Employment and Training Act programs. Other examples of CBO achievements are: a CBO in Yakima Valley, Washington, which addressed energy and employment problems by manufacturing alcohol from sweet potatoes to sell to an oil company; the Woodlawn Organization (employment and training programs in Chicago); the Watts Labor Community Action Committee (training and employment services for chronically unemployed individuals); and BUILD in Buffalo, New York, as well as the South Arsenol Need for Development organization in Hartford, Connecticut (alternative school programs). Examination of the experiences of CBOs and their successes can provide vocational educators with approaches for more effective vocational education programs that incorporate business acumen, people-orientation, command of the content of a program area, flexible operations, commitment to follow-through (job placement), and accountability to the neighborhood. (Questions and answers are appended.) (YLB)

ED 227 333 CE 035 420

Cica, John T.; Bellew, Carol A.
Administrative Survey of Fiscal Year 1981-82 Adult Basic Education Programs in the Commonwealth of Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning, Research, Evaluation and Dissemination.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Adult Basic Education; *Adult Programs; Annual Reports; Financial Support; Inservice Teacher Education; *Program Administration; Program Descriptions; *Program Development; Program Effectiveness; Questionnaires; Staff Development; *Staff Utilization; *State Programs; State Surveys; Student Characteristics
IDENTIFIERS- 310 Project; Adult Education Act 1978; *Pennsylvania

An annual administrative survey was conducted to obtain a statistical and descriptive profile of Pennsylvania Adult Basic Education (ABE) programs, staff, and students for fiscal year 1981-82. Questionnaires concerning program operation and staff were sent to and returned by administrators from all 25 ABE programs in the state. Data from the questionnaires revealed that although funding for ABE programs in Pennsylvania has not changed during the last 3 years, the statewide program has continued to progress. The number of staff members increased in 1981-82, mainly due to the increase of volunteer tutors, and the number of programs and students decreased in comparison to 1980-81. The student population continues to be predominantly young, single, and nearly half male and half female. The retention rate increased for all entry levels except beginning students. In addition, nearly 690 staff members attended regional workshops sponsored by the state and almost 370 participated in the annual Midwinter Conference on Adult Education. (Appended to this report are the data collection forms, the statistical section of the state's ABE federal report, ABE program information by county, and a list of the 40 projects funded in 1981-82 under Section 310 of the Adult Education Act.) (MN)

ED 227 347 CE 035 449

Larson, Carl H.; Lewis, Marvin

Model Occupational Training Plans and Job Specific Site Guides. Vocational Education for Special Students.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; Community Colleges; Community Cooperation; Competence; Competency Based Education; *Disabilities; *Disadvantaged; High Schools; *Job Skills; Mainstreaming; *Models; Occupational Information; Remedial Programs; *Special Education; Training Methods; Training Objectives; Vocational Education; *Work Experience Programs
IDENTIFIERS- Vocational Education for Special Students Program

This booklet, one of seven publications of the Vocational Education for Special Students (VESS) program, contains models developed at Iowa Central Community College for work experience instructors, vocational instructors, and school representatives to use in training programs for handicapped and disadvantaged students. The models provide training plans for the following 37 occupations: auction assistant, auto body repairer, bricklayer, cabinet maker apprentice, carpenter, carpet layer, cashier clerk, computer operator, cook, custodian/janitor/cleaner, darkroom technician/photographer assistant, day care helper, day care worker, electrician's helper, electrical appliance services, farm equipment mechanic, farm machinery set-up mechanic, floral designer, grain elevator clerk, grounds keeper, horticulture worker, housekeepers, laundry worker, library assistant, offset press operator, parts clerk, painter, plumber apprentice, retail sales persons, secretary, shipping and receiving clerk, short order cook, stock clerk, teacher's aide, waitress/waiter, wastewater treatment plant operator, and welder's helper. Each training plan includes a student evaluation form listing skills to be mastered with blanks to complete by the teacher/community contact, with competency tasks, performance standards, and knowledges necessary to complete the tasks. (KC)

ED 227 361 CE 035 487

Medoff, James L.; Wiener, Jonathan B.
Labor Markets in Imbalance: Review of Qualitative Evidence.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-81-0021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Inflation (Economics); Job Skills; *Labor Market; *Labor Needs; *Labor Supply; Literature Reviews; *Productivity; Technological Advancement; Unemployment; Vocational Education
IDENTIFIERS- *Labor Market Imbalance

Recent statistical investigations indicate that labor market imbalance has increased during the past decade and has had important deleterious effects on the nation's inflation and productivity growth records. A growing difficulty in filling skilled jobs at a given unemployment rate is reflected. Business community analysts attribute the growing imbalance to changes in technologies and geographic dispersion of jobs and to changes in education and training of the workers that are out of step with the economy's needs. The business community clearly recognizes the magnitude of imbalance. Employers' responses to this problem have caused significant increases in wage growth and significant declines in productivity growth. One response for the imbalance is the attempt to get skilled workers from competitors. Bidding wars that raise wages and prices often result. Alternatively, firms accept a poorer fit between workers and jobs than has been customary, which serves to lower productivity. (YLB)

ED 227 390 CG 016 518

Marx, Judith A.
An Empirical Investigation of Termination of Individual Counseling.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Measures; *Behavior Patterns; College Students; Counseling Effectiveness; Counselor Client Relationship; Emotional Response; Higher Education; *Individual Counseling; *Participant Satisfaction; School Counseling; Student Attitudes; Success
IDENTIFIERS- Client Behavior; *Termination of Therapy

Although termination of longterm therapy has been regarded as a loss experience, termination of counseling is viewed primarily in terms of goal attainment. Little is known about how counselors handle termination and how clients react to the experience. To explore clients' experiences of, and reactions to, termination of counseling, and to determine what behaviors actually occur during the termination phase, 68 former clients at a university counseling center completed the Termination Behaviors Checklist and the Multiple Affective Attitude Checklist. Clients were also asked how important the termination process was to them. A number of termination behaviors were identified, i.e., assessing goal attainment and sharing feelings. Results also indicated clients' most frequently reported affective responses were positive, contrary to the emphasis in termination literature on negative reactions. Most clients in this sample reported that it was important to them to discuss termination with their counselor and that they were satisfied with the termination process. The findings suggest that a better understanding of the termination process can make it a more meaningful experience for both client and counselor. (JAC)

ED 227 422 CG 016 555

Skinner, Denise A.; McCubbin, Hamilton I.
Coping in Dual-Employed Families: Spousal Differences.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *Coping; *Dual Career Family; Employed Parents; Family Relationship; Life Style; Role Conflict; *Sex Differences; Sex Role; Stress Variables; Test Construction; Test Reliability
IDENTIFIERS- Compromise; *Dual Employed Coping Scales

The Dual Employed Coping Scales (DECS) were developed to measure coping behaviors and patterns of dual-employed families. The original DECS (58 self-report items) was administered to a sample of 60 individuals in dual-employed families. In another study, in which 69 dual-employed couples completed the DECS and the Family Adaptability and Cohesion Scales, factor analytic procedures for the DECS yielded 49 items with internal reliability and 4 patterns of coping: (1) maintaining, restructuring, and strengthening the family system; (2) procurement of support to maintain family roles; (3) modifying roles and standards to maintain work/family balance; and (4) maintaining a positive perspective on the lifestyle and reducing tension and strains. Analysis of DECS data suggested gender role differentiation in dual-employed coping styles. Dual-employed wives used significantly more coping behaviors than their husbands, with much effort focused on accommodating their work to their family. Successful family adaptation also related to the wives' attempts to accommodate work to family, while the husbands' use of time for personal coping behaviors such as exercising appeared to interfere with family adaptation. Results of the study support the DECS as a tool for measuring dual-employed family coping behaviors. (MCF)

ED 227 245 CE 035 238

Kukuk, Marvin; Mathis, Joe
Power Trains.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 83
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074 (Write for price).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Machinery; *Auto Mechanics; Behavioral Objectives; Competence; Competency Based Education; Curriculum Guides; *Diesel Engines; Fluid Mechanics; Kinetics; Learning Activities; Lesson Plans; *Motor Vehicles; Occupational Information; Postsecondary Education; *Power Technology; Secondary Education; Test Items; Units of Study; Vocational Education
IDENTIFIERS- *Power Trains

This curriculum guide is part of a series designed to teach students about diesel engines. The materials in this power trains guide apply to both on-road and off-road vehicles and include information about chain and belt drives used in tractors and combines. These instructional materials, containing nine units, are written in terms of student performance using measurable objectives. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Lessons are illustrated with industry-generated illustrations and units are planned for more than one lesson or class period of instruction. The nine units cover the following topics: introduction to power trains, clutches and flywheels, torque converters and fluid drives, mechanical transmissions, automatic transmissions, drive lines, differentials and final drives, power take-offs, and special drives. (KC)

ED 227 290 CE 035 323

Rice, Eric; Spetz, Sally H.
Basic Safety II. Apprentice Related Training Module.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; Career Education; Definitions; *Equipment Utilization; Hand Tools; Machine Tools; *Occupational Safety and Health; Postsecondary Education; Pretests Posttests; *Safety; *Safety Equipment
IDENTIFIERS- Ladders (Equipment); *Materials Handling; Scaffolding

One in a series of core instructional materials for apprentices to use during the first or second years of apprentice-related subjects training, this booklet deals with basic safety. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the four instructional chapters included in the booklet are handling and storing materials safely, using tools and equipment safely, using ladders and scaffolding safely, and using protective devices and clothing. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 306 CE 035 340

Gardner, John A.; And Others

Influences of High School Curriculum on Determinants of Labor Market Experiences.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; *Educational Policy; Employment; Employment Level; *Employment Patterns; *Evaluation Criteria; Females; Income; Job Search Methods; Males; Minority Groups; Occupational Clusters; *Outcomes of Education; Part Time Employment; Program Effectiveness; Secondary Education; Unemployment; *Vocational Education; Whites

This study extends previous research on labor market effects of vocational education by explicitly modeling the intervening factors in the relationship between secondary vocational education and labor market outcomes. The strategy is to propose and estimate a simplified, recursive model that can contribute to understanding why positive earnings effects have been so hard to find for men, why the effects vary between men and women, and why the effects differ according to the time unit of measurement. The data used are from the National Longitudinal Survey (NLS) of Labor Market Experiences, Youth Cohort, and the high school transcripts of a subsample of the NLS panel. The estimated model created shows that vocational education may have both direct and indirect effects on earnings, income, and unemployment, and that the indirect effects operate through such intervening factors as job-search methods, unionization, industry, occupation, job tenure, labor market experience, and postsecondary education. The findings regarding indirect effects have several implications for vocational education policy. Although indirect effects are not dramatic, they are not trivial, showing that vocational education can probably make a significant, but limited, contribution to improving productivity and reducing income inequality. Also, some changes in programs may be necessary since the findings show that vocational education differs substantially between whites and minority graduates in its capacity to foster longer job tenure, more labor market experience, and greater labor market stability. Several findings suggest that policymakers should not place a heavy emphasis on hourly earnings alone as an evaluative criterion for vocational education. Directions for future research also are suggested by the study. (KC)

ED 227 483 CS 207 375

Huck, Charlotte S., Ed.; And Others
Children's Literature.

Ohio State Univ., Columbus. Coll. of Education.

PUB DATE- 82

AVAILABLE FROM- Ohio State University, "Theory into Practice," 149 Arps Hall, Columbus, OH 43210 ($4.50, discount given).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021) Collected Works - Serials (022)

DESCRIPTIONS- Adolescent Literature; *Authors; *Childhood Attitudes; *Childrens Literature; History; Instructional Improvement; Literacy; Literary Styles; Literature Appreciation; Reading Attitudes; Reading Comprehension; *Reading Interests; *Theories

IDENTIFIERS- *Reader Text Relationship; Theory Development

The articles in this special journal issue focusing on children's literature were drawn from papers presented at the Conference on Children's Literature held in 1982 at The Ohio State University. The first section contains articles that address the question "What makes a good children's book?" The question is approached from a historical perspective by a librarian and scholar, from a critic's standpoint, and from an editor's point of view. The section concludes with four brief position papers on the subject prepared by an author of children's books, two editors, and a librarian. Articles in the second section of the journal deal with the question "What is the child's view of a good book?" Contributors to this section present a theoretical perspective on the relation between reader and text, an account of ethnographic studies of children's books in the classroom, and suggestions for a theory of children's literature that would include not only what is known about literature but what is known about children and learning to read. Articles in the third section discuss the relationship between literature and literacy and explore how an insight about children and literature can be used to form classroom instruction. The journal concludes with personal accounts by authors and illustrators. (FL)

ED 227 498 CS 207 402

Allen, Sheilah
A Field-Based Experiment on Composition Writing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Experimental Programs; Instructional Improvement; Reading Comprehension; Reading Skills; Secondary Education; *Student Attitudes; *Teaching Methods; Vocabulary Skills; *Writing Exercises; *Writing Instruction; *Writing Research; Writing Skills

An experimental program was undertaken to determine the effects of attitude and reading achievement on writing, to ascertain if intervention could improve writing achievement and attitude, and to predict success in the program on the basis of an attitude inventory that measured need for structure and tolerance of ambiguity. Subjects were 15 boys and 11 girls in an English 11 class. Students were pretested for reading and writing achievement and attitudes toward writing and structure. The program consisted of traditional as well as original activities for 1 hour a week for 10 weeks. Students completed a variety of writing assignments: (1) a first person perspective on a case study, (2) a third person autobiography, (3) a letter of application for a job, (4) a conclusion to an unfinished story, (5) a resume of a newspaper article and a first person account based on it, and (6) a first person explanation of an enigmatic short story written in the third person. Other activities included uninterrupted sustained silent writing in journals, spelling and listening tests, and language experience sessions. Results of posttests indicated that vocabulary scores and course marks were significantly correlated, students with high reading scores had low needs for structure (and vice versa), and comprehension scores and attitude toward writing were significantly correlated. (The attitude survey's instruments are included.) (JL)

ED 227 559 EA 015 481

Looking In on Your School. A Workbook for Improving Public Education. Revised.

National PTA, Chicago, Ill.

PUB DATE- 82

AVAILABLE FROM- Order Department, The National PTA, 700 North Rush Street, Chicago, IL 60611 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Elementary Secondary Education; Guidelines; Institutional Characteristics; *Institutional Evaluation; *Institutional Research; *Parent Participation; *Parent School Relationship; Program Evaluation; *Public Education; School Effectiveness

Prepared for parents, this handbook aims to help them study and assess their public schools. An introduction presents the reasons parents should gather information on their schools and discusses planning the project, organizing the group, and conducting the evaluation. Next, 13 qualities of an academically effective school are listed. Nine sections follow on different aspects of schools; each section lists questions to ask, gives space for answers, and suggests actions to take. The nine sections cover (1) school goals and objectives; (2) administration, including the principal, superintendent, and board; (3) teachers, involving training, effectiveness, satisfaction, salary, and personnel policies; (4) students; (5) curriculum, including English, mathematics, social studies, science, arts, health and physical education, life skills, and career or vocational education; (6) support services, such as testing, guidance and counseling, and education for the handicapped, gifted, and others with special needs; (7) the library, or media or learning center; (8) school plant and financing; and (9) parents and community. The last section discusses analysis of data and preparation of plans for improvement. A list of resources is appended. (RW)

ED 227 574 EA 015 497

Utah School Finance Reference Manual, 1982-1983.
Utah State Office of Education, Salt Lake City.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Charts; *Educational Finance; Educational Trends; Elementary Secondary Education; Financial Support; Graphs; *School Statistics; *State Aid; *State Programs; Tables (Data)
IDENTIFIERS- *Utah

Utah's Minimum School Finance Program provides for the funding of several component programs. This document reports on these component programs, describing their characteristics and objectives and displaying graphically the recent statistical data revealing their extensiveness, their costs, and trends in their utilization. The report first presents summaries of the overall program, then breaks down the basic program, special purpose programs, and other programs into their component parts for analysis. The basic program includes support for necessarily existing small schools, handicapped student programs, education for youths in custody, adult education, vocational and technical education, the regular school program, and professional staff. Special purpose optional programs covered under the basic program provide support for instructional media centers, field trips, bilingual education, parenthood programs, and others. Separately funded special purpose programs support transportation of students, experimental programs, utilities and insurance, and other ancillary programs. Appendices include material on special levy programs that are not part of the minimum finance program. Additional appendices provide supporting data used by the Utah Legislature. (PGD)

ED 227 215 CE 032 987

Tractor-Maintenance: Operation & Daily Care and Servicing Air Cleaner & Lubrication. Student Materials. V. A. III. V-C-1 through V-C-4 .

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Agricultural Education; *Agricultural Machinery; Agricultural Skills; Driver Education; Engines; *Equipment Maintenance; Equipment Utilization; Fire Protection; Fuels; *Lubricants; Safety; Secondary Education; *Tractors; Traffic Safety; Vocational Education

Designed for use by students in vocational agricultural classes, this manual deals with tractor maintenance. Operation and daily care are the topics of the first section. Safety is also covered. In the final part of the manual, servicing the air cleaner and lubricating the engine are discussed. Both sections conclude with a quiz. (PLB)

ED 227 438 CS 006 958

Risko, Victoria J.; Alvarez, Marino C.
Thematic Organizers: Application to Remedial Reading.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advance Organizers; Elementary Secondary Education; Higher Education; Reading Ability; *Reading Comprehension; Reading Difficulties; Reading Failure; Reading Improvement; *Reading Instruction; Reading Interests; *Reading Research; Recall (Psychology); *Remedial Reading; *Thematic Approach
IDENTIFIERS- *Thematic Organizers

Because thematic statements are too global to aid poor readers in comprehending texts, a series of studies using a common procedure was conducted to determine the relationship between teaching thematic concepts prior to reading and reading comprehension. The thematic organizers used in the studies contained three paragraphs that defined the thematic concept of the passage and related this concept to prior knowledge or experiences of the reader. Following the three paragraphs was a set of statements written on the interpretive level. Students indicated whether they agreed with these statements during or after reading. Subjects of the individual studies were elementary, junior high school, and college students. Pretests were used to place students in experimental and comparison groups. Protocols produced by the students were scored according to the degree to which they preserved the meaning of the original textual units. Results indicated that students in the experimental groups recalled more of the most important idea units and presented more complete propositions, the need for the thematic organizer varied according to the learning needs of the students, and poor readers' use of this strategy varied according to interest and the nature of reading disability. (JL)

ED 227 513 CS 207 418

Glassner, Benjamin M.

Discovering Audience/Inventing Purpose: A Case Study of Revision in a Cooperative Writing Workshop.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Audiences; Case Studies; Feedback; Higher Education; Peer Influence; *Small Group Instruction; Student Teacher Relationship; *Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Audience Awareness; *Writing Workshops

A cooperative writing workshop that attempts to engage first-term college freshmen in a variety of genuine writing problems by stressing the class as audience, the use of daily journals, feedback from small group discussions, and frequent revision is described in the first part of this document. The remainder of the paper presents a case study of one student's progress and the contribution of group discussion to his writing process. After first explaining that data were gathered through recording student meetings and teacher student conferences as well as from reviewing writing folders and student protocols, this section of the paper contains some of the student's actual journal entries and revisions from one of his semester projects. (JL)

ED 227 528 CS 504 138

Brydon, Steven R.
Presumption in Value Topic Debate: The Three Faces of Eve.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Court Litigation; *Debate; Higher Education; *Judges; *Persuasive Discourse; Speech Communication; Theories; Values
IDENTIFIERS- *Debate Format; *Presumption (Debate)

There is very little consensus among Cross Examination Debate Association (CEDA) coaches as to the assignment of presumption in value topic debate. There are really three types of presumption: (1) an identification with the status quo (existing institutions), (2) a psychological state (prevailing opinion), and (3) a decision rule (who must prove). In courts of law and traditional policy debate, these three types wear one face, but in debating propositions of value they sometimes conflict. The view that presumption adheres to the status quo is often inapplicable to value topic debates, either because there is no clear status quo or because the topic is worded so as to place the affirmative in defense of the present system. Although psychological presumption may well be argued in a value debate, it cannot provide an unambiguous tie breaker. On the other hand, a decision rule that "one who asserts must prove" provides a clear-cut guide to deciding a tied round, regardless of the wording of the resolution or the psychology of the audience. It provides the best form of presumption for the value topic debate. (JL)

ED 227 621 EC 151 070

Greenwood, Charles R.; And Others

Cross-Cultural and Minority Issues in the Education of Handicapped Children: A Principal Mediated Inservice Program for Teachers. Final Report, June 1979 to May 1982.

Kansas Univ. Medical Center, Kansas City. Dept. of Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jun 82
GRANT- G007901332
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Inservice Teacher Education; *Minority Groups; Program Descriptions; *Teacher Attitudes; Teaching Skills
IDENTIFIERS- Final Reports

The final report describes a project designed to provide classroom teachers with inservice training on the education of handicapped minority children. The project was a joint effort between the University of Kansas (Department of Special Education) and the Kansas City, Missouri, School District. Progress and accomplishments are charted according to objectives for each of the 3 years of the project. The project's dissemination activities, including a brochure, an audiovisual package, and a text on minority issues in the education of handicapped children are described. Field evaluation data from two studies are reported which involved 34 school personnel and 6 school personnel, respectively. Results are seen to indicate the project's effectiveness in increasing teacher awareness, knowledge, and classroom applications of techniques based upon the content of the course. Field study results were taken into consideration in revising the project products. (CL)

ED 227 231 CE 034 876

Reese, Clara C.; Chenoweth, Roberta J.

Prevocational Exploration Fine Arts and Humanities. Competency Based Curriculum.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- Aug 82
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; *Career Exploration; Competency Based Education; Curriculum Guides; Handicrafts; *Humanities; Instructional Materials; Junior High Schools; Learning Activities; Occupational Clusters; *Occupational Information; *Prevocational Education; Secondary Education; Vocational Education
IDENTIFIERS- West Virginia

This prevocational exploration curriculum is designed to provide occupational information and hands-on experiences pertaining to fine arts and humanities occupations to ninth and tenth grade students. The curriculum consists of 45 learning pacs, 43 of which each cover one job title. Information for each job title in a learning pac is provided in this format: career information (job title, duties, where employed, employment outlook, education and training, special qualifications, earnings and additional benefits, working conditions/lifestyles), occupational cluster, occupational family, representative job titles, occupational cluster, occupational competencies, resources needed to complete the pac, a list of learning objectives, a list of learning activities, evaluation procedures, student information sheets, and worksheets. The first and last learning pacs (an introduction and a culminating/review lesson) do not include career information. The job titles are organized into five units: visual arts (cartoonist, floral designer, jeweler, photographer, art teacher), literary arts (book editor, lexicographer), performing arts (instrumental musician, singer, dancer), technical arts (calligrapher, candlemaker, taxidermist), and humanities (historian and museum technician). Fifteen of the job titles are suggested for inclusion in a core curriculum. (YLB)

ED 227 275 CE 035 302

Medical Service Specialist, Blocks III, V, VI, 10-11. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 11 Jul 75
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; Course Descriptions; Curriculum Guides; First Aid; Learning Activities; *Medical Assistants; *Medical Services; Nurses; *Nurses Aides; *Nursing Education; Postsecondary Education; Programed Instructional Materials; Safety; Textbooks; *Vocational Education; Workbooks
IDENTIFIERS- Military Curriculum Project

This second course of a two-course, postsecondary-level series for medical service specialist is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the 89-hour course is to provide training in the basic theory and skills for providing nursing care and treatment to patients in medical wards, dispensaries, and clinics. Information and training is designed for students at the apprentice level. Three blocks of instruction cover Specialized Nursing Care I (patients with respiratory, endocrine, and orthopedic disorders; cardiopulmonary resuscitation; terminal illness and postmortem care; nursing care planning; outpatient and emergency services; and emergency care), Specialized Nursing Care II (medical terminology, patients with neurological and urological disorders, obstetrical patient and newborn, pediatric patient, and administration of medications), and Specialized Nursing Care III (patients with mental health, circulatory, maxillofacial or EENT, skin, and gastrointestinal disorders; and geriatric and chronically ill patients). Instructor materials include a course chart and plan of instruction detailing the units of instruction, criterion objectives, and support materials needed. Student materials include 20 study guides or workbooks with exercises and problems, a handout of case studies, and a programed text. Suggested audiovisual aids are not provided. (YLB)

ED 227 319 CE 035 386

Miguel, Richard J.; And Others
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Technical Report. Employability Factors Study. Studies in Employment and Training Policy: No. 2.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0022, P-10
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adolescents; *Attitude Change; Attitudes; Disadvantaged Youth; Employee Attitudes; Employer Attitudes; *Employment Potential; Employment Programs; Females; *Job Skills; Job Training; Males; Participant Characteristics; *Program Effectiveness; *Work Attitudes; Young Adults; Youth Employment

The Employability Factors Study is a 3-year research effort that focuses on youth's perceptions of the skills and attitudinal attributes needed to get and keep jobs. A preliminary study was made of 1,135 youth enrolled in employability development programs and comparison groups of employed and nonemployed youth not enrolled in such programs. Data were also collected from 414 supervisors of the employed youth, from the staff of the employability programs, and from the school teachers of the comparison groups. The results of preliminary linear regression analyses revealed significant correlations between youth's perceptions of hiring standards and the number of academic courses taken; duration of prior work experience; number of hours worked per week in previous jobs, age, family income, program participation; time spent in worksite orientation; and duration of work experience during the treatment period. Significant correlations were also found between youth's perceptions of disciplinary standards and the reservation wage, duration of prior work experience, sex, size of firm, cost of equipment operated by youth, wages received during treatment, and duration of work experience during treatment. Other personal, firm, job, and program characteristics were not significantly related to either standard. (Author/KC)

ED 227 362 CE 035 494

Warmbrod, Catharine P., Comp.; Persavich, Jon J., Comp.
Postsecondary Program Evaluation. Research and Development Series No. 222.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Jun 81
AVAILABLE FROM- National Center Publications, Box U, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD222--$14.25).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Attitudes; Advisory Committees; Annotated Bibliographies; *Attitude Measures; Consultants; Cost Effectiveness; Data Analysis; Data Collection; Employer Attitudes; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; Evaluators; Followup Studies; Guidelines; *Instrumentation; Interviews; Models; *Postsecondary Education; *Program Evaluation; Program Implementation; Questionnaires; Reports; Student Attitudes; Surveys; Teacher Attitudes; Technical Writing

Designed for use by institutions at the postsecondary level, this program evaluation package contains instructions for planning and implementing an evaluation program, instruments for obtaining information from key sources, and procedures for their use. Covered in the individual chapters are the following topics: an overview of evaluation materials, utilization, instrumentation and interviewing, consultative team evaluations, advisory committee perceptions, administrative and supervisory personnel perceptions, instructor perceptions, current student perceptions, followup with students and employers, cost analysis evaluation, and preparing and reporting evaluation results. Each chapter that deals with sources of evaluation information includes subsections devoted to goals and objectives, procedures for administration, procedures for data analysis, and model instruments and documents. Appended to the package is an annotated bibliography of works dealing with postsecondary program evaluation. (MN)

ED 227 375 CG 016 503

Kardes, Frank; And Others
Truth, Evasion, and Deception: A Study of Communicative Behavior.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Communication Research; Disclosure; Higher Education; *Interpersonal Communication; *Performance Factors; Self Concept; *Social Behavior
IDENTIFIERS- *Message Distortion; *Truth

Based on research which suggests that individuals transmit good news more than bad news and that people are motivated to project a positive image of themselves, 48 college students participated in a study to test the hypothesis that individuals would be more conscientious in giving information when future social interaction was anticipated. Message valence (good/bad) and anticipation of future interaction (yes/no) were varied in a communication paradigm in which student test takers (confederates) sought information on test performance from other students (subjects). The subjects completed questionnaires and their communication length (in seconds) and eye contacts were measured. Data analyses showed that good news subjects engaged in more eye contact and were more truthful than bad news subjects. Questionnaire data revealed that anticipation subjects, both good and bad, believed they made a more favorable impression on the target person than did no-anticipation subjects. The findings suggest that the no-anticipation groups had little incentive to monitor their own behavior. Although self-monitoring is relatively stable within individuals, anticipation of future social interaction may produce transitory effects on self-monitoring. (MCF)

ED 227 391 CG 016 519

Bradford, Arlonial Y.; And Others
Parting: A Counselor's Guide for Children of Separated Parents.
South Carolina State Dept. of Education, Columbia. Office of General Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adjustment (to Environment); Childhood Attitudes; Childrens Literature; *Coping; Counseling Techniques; *Divorce; Elementary Education; Elementary School Students; Emotional Response; Family Problems; *Group Counseling; One Parent Family; Parent Child Relationship; School Counselors

This group counseling guide, developed in response to counselors' requests for a group counseling booklet for children in grades K-8, whose parents are divorced or separated, contains materials that were produced, field tested and evaluated by experienced elementary and middle school guidance counselors. The major components of the guide are outlined in an initial section including specific goals; suggested session formats; activities, i.e., group discussions, role playing, films and audiovisual materials, books; guidelines for confidentiality and scheduling, i.e., 5-8 weekly group sessions of 30-60 minutes; suggested group size of 10 students; and selection procedures. A glossary of divorce and separation terms is provided along with suggestions for the opening session, and a series of warm-up activities. The 12 group activities, e.g., Things That Bother Me, New Rules Since There's Been a Change, Mixed Feelings, are not sequential and the activity sheets for each are printed on separate pages to allow duplication for group use. Samples of the parental letter/permission form, contract agreement, attendancce form and program evaluation form are included, as well as listings of on-loan films and filmstrips, and resources and references. (MCF)

ED 227 407 CG 016 539

Obrzut, John E.
Review of Projective Personality Assessment Techniques.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Counselor Role; Elementary Secondary Education; Evaluation Methods; Literature Reviews; *Personality Assessment; *Projective Measures; Psychological Testing; School Psychologists; *Student Evaluation; *Test Interpretation; *Test Reliability; *Test Validity

This paper reviews the literatuare on projective techniques of personality assessment and their use by school psychologists. Following a brief survey of the development of projective techniques, several of the most widely used techniques are briefly discussed, i.e., the Thematic Apperception Test (TAT), the Childrens Apperception Test (CAT), the Picture Story Test, and two used in conjunction with the Rorschach, the House-Tree Person and Machover's Figure Drawing Technique. The theoretical assumptions and empirical issues related to the use of projective techniques by school psychologists are reviewed as they have been discussed in the literature by Musser and Naylor (1954), Lesser (1957), Kagan (1956), Leary (1957), and Murstein and Wolf (1970). Issues of reliability, validity, and meaningfulness are discussed in relation to several tests, e.g., the pyschopathology scale of the Hutt adaptation of the Bender-Gestalt test, the Kinetic Family Drawing, the Rorschach (with various populations), and the Sentence Completion Test of Ego Development. Special issues in the evaluation of young children, i.e., age, developmental status, verbal ability, mood and overall ease in the test situation, are delineated, and the value of the use projective techniques is summarized. (MCF)

ED 227 468 CS 007 046

Balmuth, Miriam
Early English Dictionaries in Historical Perspective.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Diachronic Linguistics; *Dictionaries; Eighteenth Century Literature; *Lexicography; *Lexicology; *Literary History; Seventeenth Century Literature; Social Change; Social Influences
IDENTIFIERS- *Cawdrey (Robert); *Table Alphabeticall

The first true English dictionary was Robert Cawdrey's "A Table Alphabeticall," published in 1604. Cawdrey's book may be seen as the result of a number of dramatic events that had occurred in the century and a quarter that preceeded it, including the widespread use of the Gutenberg press. Printing became so much easier and cheaper that it became feasible not only to publish works of significance, but also to undertake writings of lesser consequence as well. The status of the English language also underwent a change. As the sixteenth century wore on, many original English writings as well as translations from various other languages became increasingly available. The Protestant Reformation also led to the adoption of English in the place of Latin in official church services. As a consequence of world-wide exploration and colonial expansion and the rising status of women, there was an increasing need to explain words to these new populations. Cawdrey's book was produced for the benefit of these audiences in order to help them understand many hard English words. Borrowing from available compilations, Cawdrey filled out and broadened their definitions and doubled the number of entries. In much the same manner, the dictionaries that followed Cawdrey's pulled together and enlarged upon earlier compilations. By the eighteenth century, the motley collection of hard words had evolved into a much more inclusive, elaborately defined compilation that acquired great authority--an authority that even today has not diminished. (HOD)

ED 227 544 EA 015 438

Campbell, Esther L.; And Others
School Discipline: Policy, Procedures, and Potential Discrimination--A Study of Disproportionate Representation of Minority Pupils in School Suspensions.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Class Rank; *Discipline; Discipline Policy; *Minority Groups; *Predictor Variables; Race; Racial Discrimination; Secondary Education; Secondary School Students; Sex; Socioeconomic Status; *Suspension

A study conducted in a newly desegregated school system during its first year of reorganization revealed that black students were being suspended at a substantially higher rate than white students. The study also indicated that suspension rates were disproportionately high for males, for students from families receiving Aid to Families with Dependent Children, and for students in the bottom quartiles of their classes. The study further revealed that while suspension rates for blacks were disproportionately high in cases depending on teachers' judgment calls, suspension rates for blacks were comparable to those of whites in cases involving unambiguous violations of rules (for example, in cases in which classes were cut). Correlation analysis of the data substantiated the hypothesis that race was not a primary variable in the suspension of students in the district. The researchers conclude that singling out one variable (such as race) when examining disproportional application of disciplinary measures may be counterproductive. (PGD)

ED 227 590 EA 015 515

Putnam, Kim E.
Management Module: Enforcement. A Study of State Management Practices: Looking Back at Title I and Toward Chapter 1.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AIR-857-8/82-RP
PUB DATE- Aug 82
CONTRACT- 300-80-0601
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Guides; *Compliance (Legal); Evaluation Methods; *Federal Programs; *Federal Regulation; Innovation; Management Systems; *Program Administration; Records (Forms); *School Accounting; School Districts; State Departments of Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

This volume is the fourth module, "Enforcement," of the evaluation report documenting how States met the requirements of Title I of the Elementary and Secondary Education Act of 1965, as amended in 1978, and identifying exemplary State management practices and documents. The module begins with a history of enforcement under Title I up to its replacement by Chapter 1 of the Educational Consolidation and Improvement Act. The next section on continuation plans presents discussions on audits in two parts: withholding payment, and complaint resolution. The third section of the module reviews States' past practices, particularly as they may be relevant to future audit requirements. According to data collected, almost all States will need to modify their practices to conform to regulations. The discussion then turns to a review of the compliance areas that were reportedly audited by States. Some form of compliance auditing appears to have been conducted in 43 States, and the majority of States audited only 5 of the 7 requirements covered by auditing regulations. Finally, this section presents 17 exhibits, selected from those supplied by States, of portions from past audit materials using different compliance areas to demonstrate the audit report formats used. (MLF)

ED 227 606 EC 151 036

Barringer, Mary-Dean
Around the World with S.O.S.: A Supplemental Educational Program for Students Functioning in the Sensorimotor Stage.
PUB DATE- 82
AVAILABLE FROM- You're Exceptional, 8313 Grayfield, Dearborn Heights, MI 48127 ($8.00, 10 or more copies $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Infants; Learning Activities; Lesson Plans; *Perceptual Motor Learning; *Sensory Experience; *Severe Disabilities
IDENTIFIERS- Project SOS

The 33 lesson plans are intended to enhance the sensorimotor intelligence period of severely/profoundly handicapped children. It is stated that the conceptual framework of the "Stimulating Our Senses" (SOS) program is based on the description of sensorimotor intelligence by J. Piaget and attempts to strengthen growth and development in the following four areas which usually are underdeveloped in severely handicapped children: 1) level of awareness; 2) movement; 3)manipulation of the environment; and 4) posture and locomotion. With few exceptions the lesson plans describe objectives, activities, and materials needed. Lessons usually provide information on body parts, ethnic experience, holidays, seasons, and general concepts. Appendixes list materials and music selections as well as detailed instructions for assessment, selection of objectives, and data keeping. Forms are included to monitor progress toward behavioral objectives. (MC)

ED 227 216 CE 032 989

Farm Water Supply and Sanitation--Pipe, Plumbing, Skills and Symbols. Student Materials. V.A. III. V-D-1, V-D-2.

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; Blueprints; Equipment Maintenance; Equipment Utilization; Farm Management; Hand Tools; *Plumbing; *Sanitation; Secondary Education; *Vocational Education; Waste Disposal; Waste Water; *Water Resources

Designed for use by individuals enrolled in vocational agricultural classes, these student materials deal with farm water supply, sanitation, and plumbing skills. Topics covered in the unit are maintaining the farm water supply; repairing faucets and valves, leaks in pipes and storage tanks, and water closets; clearing clogged drains and traps; maintaining water systems; reading blueprints and recognizing plumbing symbols; selecting pipe, pipe fittings, valves, and plumbing tools; measuring, marking, cutting, and reaming pipe; threading galvanized and black pipe; flaring copper tubing; assembling tubing with solder fittings; measuring, cutting, and assembling cast iron pipe; making plastic-to-plastic connections; and installing sewage disposal systems. The unit includes instructional text and suggested student activities based on the text. (MN)

ED 227 260 CE 035 281

Wells, Quentin T.
Job Simulation--The Future in Business and Office Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business Education; Career Exploration; *Computer Assisted Instruction; *Computer Programs; Educational Benefits; Instructional Materials; Job Skills; Job Training; Microcomputers; *Office Machines; *Office Occupations Education; Office Practice; Program Effectiveness; Secondary Education; *Simulation
IDENTIFIERS- *CHOICE Courseware; Job Simulations

Unlike ordinary computer simulations that imitate the conditions of a real-life situation and allow several variables to be input, job simulations program a microcomputer to simulate the functions of one or more pieces of business or office equipment and to provide hands-on, interactive instruction to students on how to use that equipment. Good job simulation programs perform at least five functions. They simulate the functions and operations of a business system, provide exercise data for students to input into the simulated system, provide hands-on experience in the use of business forms and processes, give instant feedback to students on their performance, and record and store student performance scores for later evaluation by instructors. While job simulation programs are not without their limitations, they are worth their price in that they provide realistic job-task training in a manner that is challenging but does not create a threat of failure. (Appended to the report are descriptions of 27 business and office job simulation programs that are part of the Courseware for Hands-On Individual Computerized Education (CHOICE) microcomputer job simulation series.) (MN)

ED 227 334 CE 035 421

Greenberger, Ellen; Steinberg, Laurence D.

Part-Time Employment of In-School Youth. An Assessment of Costs and Benefits. Final Report.

California Univ., Irvine.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 80
GRANT- NIE-78-0191; NIE-G-79-0148
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Adolescents; *Cost Effectiveness; *Educational Benefits; Employment Experience; Employment Practices; *Employment Problems; High Schools; *High School Students; *Part Time Employment; *Youth Employment
IDENTIFIERS- California (Orange County)

A study assessed the costs and benefits of learning and of developing part-time employment of in-school youth. During the study, data were collected from a sample of 531 tenth- and eleventh-grade students drawn from an initial pool of 3,100 youngsters attending high schools in Orange County, California. To gather these data, researchers used survey questionnaires, on-site interviews of the adolescents, and interviews with their parents. The research design included both cross-sectional and longitudinal components. Researchers concluded that adolescents who take part-time jobs while in school experience a number of benefits, including development of personal responsibility and acquisition of knowledge about business and consumer matters. However, some of the benefits of working while in school have been overstated. Youngsters who work show no significant changes in their long-term educational or occupational plans. In addition, working entails costs. It can diminish involvement in school activities, is associated with increased absenteeism, and, in some cases, leads to a decline in school performance. Recommendations called for limiting student work tc 15 to 20 hours per week, for encouraging youth to take jobs that provide opportunities for learning and contact with adults, and for closer collaboration among educators and employers. (MN)

ED 227 348 CE 035 450

American Government for Working Citizens. A High School Course Especially Developed for VESS Students. Vocational Education for Special Students.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Community Colleges; Course Content; Curriculum Guides; *Disabilities; *Disadvantaged; Educational Resources; *Government (Administrative Body); High Schools; Individual Instruction; Job Skills; *Learning Activities; *Special Education; Two Year Colleges; Units of Study; Vocational Education; Work Experience Programs
IDENTIFIERS- Vocational Education for Special Students Program

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve those handicapped or disadvantaged students who need an alternative form of an academic curriculum to complete their local high school programs. The course is to be taught in cooperation with a local community college. This applied American government curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and 39 course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. Bibliographies for students and teachers complete the package. (KC)

Griffin, Betsy Q; Wall, James A., Jr.

The Effects of Multiple Mediation Techniques on Negotiation.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Arbitration; Collective Bargaining; College Students; Conflict Resolution; Higher Education; *Interaction; Interpersonal Relationship; *Negotiation Agreements; Rewards; Simulation; Unions
IDENTIFIERS- Mediation Techniques

The most frequently used mediator techniques in complex negotiations, suggestion of agreement points and reward of concessions, have received some investigation. To further assess the effects of these two techniques, 80 college students participated in simulated union management negotiations. Students were randomly assigned to represent union or management in four negotiations including suggestions of agreement points to the negotiator, suggestions of agreement points to the opponent, and mediator rewards to the negotiator's concessions. After the fourth negotiation, students completed brief questionnaires. Data analyses showed main effects upon the final offer, the total profits, and the number of agreements for the suggestion to the negotiator and the opponent. Mediators' rewards to the negotiator did not affect total concessions, number of agreements, or joint profits. Suggestions applied to the negotiator and the opponent interacted in an interfering rather than in a complementary manner. Whether or not the simultaneous application of mediator techniques to the negotiator and opponent interacts in a facilitative or interfering way depends upon which techniques produce indirect effects on the opposite negotiator. Facilitative and interfering effects frequently are likely to cancel each other. (JAC)

ED 227 453 CS 007 029

Shanahan, Timothy
Prequestions and Predictions and Children's Reading Comprehension.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advance Organizers; *Cues; Elementary Education; *Prediction; Questioning Techniques; Reading Improvement; Reading Instruction; Reading Processes; *Reading Research; *Retention (Psychology)
IDENTIFIERS- *Prereading Activities; *Reading Strategies

A study explored the effects of prequestions (questions provided prior to reading) and the influence of a prediction strategy upon the amount and types of information recalled by children in grades three through six. Subjects, 188 students in grades three through six who were reading at third grade level or above, read a 900-word expository article written at a third grade level. Subjects were randomly assigned to the following four groups: (1) only read the passage, (2) read 16 prequestions prior to reading the passage, (3) individually predicted answers to the prequestions in a group, and (4) predicted answers to the prequestions as a group. All subjects then completed a 32-item posttest, half of whose questions were identical to the prequestions. Results indicated that prequestions exercised no significant impact upon the total amount of recall of the children. Gains in cueing from prequestions seemed to be offset by a narrowing in focus of attention. Although predictions did not seem to overcome the narrowing influence of prequestions, prequestions with predictions did seem to increase recall on cued information without any additional narrowing of attention than was already caused by the use of questions. Although further study is needed, prediction seems a better strategy than prequestions for directing children's reading. (JL)

ED 227 514 CS 207 420

Auten, Anne; Standiford, Sally
Computers in English: Is There Another Way?
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Educational Technology; Elementary Secondary Education; *English Instruction; Higher Education; *Instructional Improvement; Language Arts; *Teacher Role; *Teaching Methods

The ease of developing lower level computer software and the lack of specified rules or procedures in many areas of the language arts curriculum are largely responsible for the less than ideal quality of software currently available and the dominance of drill and practice programs. To take advantage of the more advanced tutorial programs that do exist, English teachers need either enough experience with computerized interactive instruction to judge for themselves or a reliable source of software reviews. Until now, developers have been designing lessons that focus on easily computerized topics, without a broad perspective on the instruction needed for a comprehensive teaching unit. Teachers should look closely at what they are teaching and then decide what aspects of that content can be computerized instead of just looking at what is available from commercial software publishers and then "fitting it in." The first step is defining what aspects of a course's content have specific, identifiable traits that can be modelled on a computer. Lessons that demand genuine open-ended input would be tremendously difficult to write, but similar lessons that offer students a choice among a limited number of answers could be used to teach such things as plot development or skimming. (JL)

ED 227 622 EC 151 071

Greenwood, Charles R.; And Others
Minority Issues in the Education of Handicapped Children.
Kansas City School District, Mo.; Kansas Univ. Medical Center, Kansas City. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. ~~Div.~~ of Personnel Preparation.
PUB DATE- May 82
GRANT- G007901332
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Differences; *Disabilities; Individualized Education Programs; *Inservice Teacher Education; *Language Patterns; *Minority Groups; Multicultural Education; School Policy; Special Education; *Student Evaluation

Developed as part of an inservice program to acquaint teachers with issues in the area of special education for minority students, the text outlines a series of twelve 1.5- to 2 hour sessions. Each chapter includes a list of objectives, definitions, and study and review questions. In an introductory section minority handicapped children in one urban district (Kansas City, Missouri) are described in terms of demographics, home language, and social and historical background. Eight chapters feature the following topic areas (sample subtopics in parentheses): assessment issues (discriminatory placement, screening, referral); language issues (bilingual education); learning style (cultural determinants, effective teaching formats); educational objectives and multicultural curricula (individualized educational programs, or IEP); educational and vocational barrier issues (labels, stereotypes and expectancies of teachers); school policies (exclusion and suspension, implementing the IEP and least restrictive environment); community awareness (values of cultural, ethnic, and racial groups); and staff training (teacher competencies). A directory of community resources in the Kansas City area is appended. (CL)

ED 227 246 CE 035 256

Meier, Gretl S.
Worker Learning and Worktime Flexibility. A Policy Discussion Paper.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-007-4
PUB DATE- 83
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 S. Westnedge Avenue, Kalamazoo, MI 49007 ($4.95; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Educational Opportunities; Educational Policy; Employment Patterns; *Employment Practices; Feasibility Studies; *Females; *Flexible Working Hours; Individual Needs; *Job Training; Labor Force; *Labor Force Development; Part Time Employment; Personnel Needs; Research Design; Research Needs; Training Allowances; Tuition Grants

A study explored the feasibility of research on the impact of flexible work patterns on the educational and training opportunities available to women in low-status jobs. Intended to provide a basis for a more informed discussion of policy questions pertaining to flexible worktime, the study involved a review of related literature, a series of informal interviews, and the collection of preliminary data at selected worksites during 1981. These sources of data confirm the fact that concern over declining productivity, together with demographic shifts and workers' changing values, have made it more important than ever to develop more effective opportunities for education and training and to expand the use of flexible work patterns. During the study, an examination was made of recent attempts at adjusting working hours for education and training such as the use of part time, combined part time and tuition aid, 40-hour flexible schedules, and informal flexibility. This examination revealed positive, albeit tentative, connections between flexible hours and employer-provided learning programs. However, it also suggests that this linkage will affect women in low-status jobs on a significant scale only if other conditions also prevail. Therefore, more comprehensive research on the impact of flexibility is needed. (MN)

ED 227 291 CE 035 324

Rice, Eric
Sketching, Drawing and Blueprint Reading. Apprentice Related Training Module.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Apprenticeships; *Blueprints; Career Education; Definitions; *Freehand Drawing; Letters (Alphabet); Orthographic Projection; Postsecondary Education; Pretests Posttests; Symbols (Mathematics); *Technical Illustration
IDENTIFIERS- Dimensioning (Mechanical Drawing); Sketching

One in a series of core instructional materials for apprentices to use during the first or second years of apprentice-related subjects training, this booklet deals with sketching, drawing, and blueprint reading. The first section consists of an outline of the content and scope of the core materials as well as a self-assessment pretest. Covered in the five instructional chapters included in the booklet are lines, symbols, and lettering; scales and dimensions; types of drawing; sketching; and blueprint reading. Each chapter contains an overview; an introduction and objectives; principles, examples, and applications; additional information; and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 307 CE 035 342

Starr, Harold; And Others
Opinions about the Roles of Secondary and Postsecondary Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Basic Skills; Block Grants; Community Attitudes; Curriculum Development; *Educational Attitudes; Educational Legislation; *Educational Needs; Employment Potential; Expectation; Federal Aid; Federal Government; Federal Regulation; Federal State Relationship; *Government Role; Government School Relationship; Job Placement; Job Skills; Majority Attitudes; Needs Assessment; *Opinions; Parent Attitudes; Policy Formation; Postsecondary Education; *Program Improvement; Public Policy; Secondary Education; Student Attitudes; Teacher Attitudes; *Vocational Education; Work Experience Programs
IDENTIFIERS- Education Amendments 1976; National Center for Research Vocational Education

This report describes the opinions of a number of groups on five roles attributed to vocational education (i.e., employability skills development, occupational skills development, work experience, job placement, and basic skills development). The findings were based on a secondary analysis of data from five completed National Center for Research in Vocational Education studies. The secondary analysis involved an examination of the opinions of students, school personnel, community representatives, and policymakers. Some of the findings included the following: (1) occupational skills development, work experience, and basic skills development are important for all students; (2) although employability skills development is important for all students, it is considered more important at the secondary level; and (3) training-related placement is not seen as the most important role for either secondary or postsecondary vocational education. On the basis of the study findings, it is suggested that Congress should re-examine the importance given to training-related placement as a basis for assessing program success, re-examine the need to continue legislative set-asides, decide if state and local agencies should determine the allocation of federal vocational education funds, and examine the federal role in promoting basic skills development. The United States Department of Education should provide more adequate public opinion data and formulate national priorities for the use of federal funds for vocational education improvements; meanwhile, state boards should continue research and cooperation with other agencies and levels of government to improve vocational education. (KC)

ED 227 439 CS 006 970

Brittain, Mary M.

Developmental and Remedial Reading Instruction for College Students.

PUB DATE- Jul 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTIONS- Content Area Reading; Educational Change; Educational History; Higher Education; *Program Content; Program Descriptions; *Reading Programs; Reading Skills; *Remedial Programs; *Remedial Reading; *School Surveys; Study Skills

College reading programs have not only increased in number, but their nature and scope have also changed. There has been a change toward programs that are concerned with improvement of reading in the content areas, and, broadly, with the improvement of learning in college. But at the same time, there appears to be a great variety in college remedial programs. Despite the variability in titles for similar courses and despite the similar emphases across courses, substantive differences in college reading instruction are evident. Some programs give credit and some do not; some are required courses and some are not; and most, but not all, combine reading and study skills. Despite this variability, college reading instruction tends to fall into one of two general categories: the self-contained course or sequence of courses in reading and study skills, and courses or programs in which instruction in reading and study skills is interwoven with supplementary instruction in a content area. Responses to a questionnaire mailed to 50 institutions revealed 16 interesting aspects of college reading programs, among them that: (1) open admissions is still the prevailing condition; (2) programs are more likely not to be interdisciplinary in nature; (3) two topics are covered in all the reading programs--vocabulary development and comprehension; (4) the number of students participating in the programs varies widely; and (5) program changes anticipated over the next few years include expansion, improving techniques of instruction and evaluation, reorganization, elimination of some services due to inadequate funding, and innovative scheduling. (HOD)

ED 227 484 CS 207 377

Macgregor, William B.
PLATO and the English Curriculum.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; Educational Technology; *Educational Trends; English Curriculum; Feedback; *Futures (of Society); Instructional Improvement; Interaction; *Programed Tutoring; Student Teacher Relationship; *Writing Instruction
IDENTIFIERS- *PLATO

PLATO differs from other computer assisted instruction in that it is truly a system, employing a powerful mainframe computer and connecting its users to each other and to the people running it. The earliest PLATO materials in English were drill and practice programs, an improvement over written texts, but a small one. Unfortunately, game lessons, entertaining drill and practice lessons that take advantage of PLATO's graphics, are mostly intended for young children and have been poorly adapted for deficient college students. Tutorial lessons that attempt to simulate human interaction are much more effective, but also much more rare. An advanced tutorial program (often referred to as a "problem solving design" or dialogue system) already on PLATO indicates just how much PLATO could do. This program helps students generate and organize ideas and explains mistakes "intelligently." But since current technology cannot produce a genuinely intelligent computer, another approach using a version of Peter Elbow's heuristics and the strengths of the PLATO system requires the computer to assume a stance as a nonjudgmental medium, a neutral manipulator of information--a tool that students can use to help them learn to use language on their own. The idea of teacher as arbiter is itself probably the source of the emphasis on computer as arbiter; both should be replaced by the idea of teaching as assistance, helping the student write for a real audience, his or her peers. (JL)

ED 227 499 CS 207 403

Sanders, Scott Patrick

Technical Writing in Academe and in Industry: A Study Undertaken Preliminary to the Proposal of a Bachelor of Science Degree Program in Technical Communications to be Offered by the Humanities Department, New Mexico Institute of Mining and Technology.

New Mexico Inst. of Mining and Technology, Socorro.

PUB DATE- 11 Nov 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Bachelors Degrees; Curriculum Development; *Curriculum Research; *Degree Requirements; Editing; Education Work Relationship; Employment Opportunities; *Employment Potential; Employment Qualifications; Higher Education; *Job Skills; Job Training; Occupational Surveys; Questionnaires; *Technical Writing; Writing Skills

The results of a survey of technical writing and editing, as they are taught in academe and practiced in industry, are presented in this report. The introduction explains that the survey was conducted by the humanities department of the New Mexico Institute of Mining and Technology, as the principal research preliminary to the proposal of a curriculum for a new Bachelor of Science degree in technical communications. Next, the proposed curriculum is compared with three other undergraduate degree programs in technical communications in the Rocky Mountain region and with the founding degree program at Carnegie-Mellon University. The report then discusses the current professional status of technical writing and editing through descriptive profiles of technical writing and technical writers in four different industrial settings that represent strong employment opportunities in the field. The final section of the report presents the results of a questionnaire that was designed to gather information in four areas: (1) the hiring practices of companies; (2) the desired background and preparation of technical writers and editors; (3) the on-the-job responsibilities of technical writers and editors; and (4) the employers' likely response to job applicants who hold degrees in technical communications. Finally, the report suggests that the new degree program in the humanities department will strengthen the department's traditional service role in the technological community. (Author/HOD)

ED 227 529 CS 504 139

Morlan, Don B.

The Politics of Survival at Home: Bargaining Power on Campus.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Environment; *Departments; Education Work Relationship; Higher Education; Job Skills; Majors (Students); Models; *Political Power; Relevance (Education); Required Courses; *Speech Communication; *Speech Curriculum; *Student Needs

At present, departments of communication do not have the same political status as other college departments, even though they provide more than their share of tuition revenue. To establish themselves as a viable political force, departments of communication must create an observable impact on the daily operating procedure of other academic programs. A curricular model of "structured breadth," requiring far more concentration in academic areas and allowing fewer electives, produces graduates who are both better educated and better prepared for the job market. At the same time, departments of communication gain political benefits: other departments are genuinely concerned to meet the needs of communication majors and to maintain the future health of the department of communication, while communication majors become more familiar with other academic programs. Thus students are provided with broad based preparation, while the department ensures its own political survival. (JL)

ED 227 545 EA 015 439

Keedy, John L.; Achilles, Charles M.

Principal Norm Setting as a Component of Effective Schools.

PUB DATE- 16 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Standards; *Administrator Role; Educational Objectives; Elementary Education; Elementary School Teachers; *Leadership Styles; School Effectiveness; Social Exchange Theory; *Standards; *Teacher Administrator Relationship; Teacher Behavior
IDENTIFIERS- *Administrator Effectiveness; Tennessee

A study of how principals in effective schools set norms for teacher behavior, student achievement, and educational goals used data from six elementary schools in Tennessee that achieved scores on standardized reading tests substantially higher than scores predicted on the basis of the students' socioeconomic levels. Four primary norm-setting techniques were identified: the principal can act as a resource provider for teachers; can adopt a "human relations" approach, relating to teachers in ways that make them want to comply; can assert the authority of his or her position, pulling rank to obtain teacher conformity; or can model appropriate behavior consciously or unconsciously. Of these techniques, that of providing resources may have the most potential for principal effectiveness since it permits establishment of a social exchange system in which teachers can offer their compliance with norms in exchange for the resources provided. An appendix lists the nine secondary norm-setting techniques identified in the study. (PGD)

ED 227 560 EA 015 482

Elgqvist-Salzman, Inga; Opper, Susan
Equality and Internationalism: Two Concepts at the Forefront of Educational Transformation in Sweden? Uppsala Reports on Education 12.
Uppsala Univ. (Sweden). Dept. of Education.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Attainment; Educational Change; Educational Objectives; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; Immigrants; *International Studies; *Outcomes of Education; *Second Languages; Social Influences
IDENTIFIERS- Education Society Relationship; *Sweden

In examining the question of whether the goals of both equality and internationalization can be fulfilled in Swedish education, one needs to look not only at how different educational systems develop different structures but also at how the larger social structure affects the educational system. The authors begin by reviewing the social context of Swedish education, including the formation of the modern welfare state and the internationalization of Swedish society through export trade, assistance to developing countries, and immigration of foreign workers to Sweden. Next, Swedish educational reforms promoting equality or internationalization are reviewed at the levels of compulsory, secondary, and tertiary (or higher) education. The authors then discuss the concept of equality, exploring different interpretations and evaluating the different meanings of equality used in Swedish educational policy statements. After reflecting on the concept of internationalization of education, the authors describe where equalizing and internationalizing processes are in collision and where they are in confluence. (RW)

ED 227 575 EA 015 498

Salary Schedule Information on Utah School Districts, 1982-83.
Utah State Office of Education, Salt Lake City.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Administrators; Elementary Secondary Education; Fringe Benefits; *Salaries; School Districts; *School Personnel; *School Statistics; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Utah

This bulletin presents data on 1982-83 salary schedules for teachers and classified employees as furnished by Utah's 40 school districts. The salary schedules are presented for each district in tabular form and are broken down by job classifications and by step increments within those classifications. Formulas for calculating administrators' salaries and explanations of fringe benefits packages accompany the data from some districts. An introductory section presents tables comparing all the districts' maximum and minimum salaries for teachers with different levels of training and comparing the size of the districts' salary increases. (PGD)

ED 227 232 CE 034 897

Driever, Carl W.; McClaugherty, Larry
Working in Pharmacies. Student's Manual.
Texas Univ., Austin. Center for Occupational Curriculum Development.
PUB DATE- 82
AVAILABLE FROM- Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Number HO 204 S--$16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; *Allied Health Personnel; Behavioral Objectives; Competence; Competency Based Education; Drug Education; Individualized Instruction; Medical Vocabulary; *Occupational Information; *Pharmaceutical Education; Pharmacology; *Pharmacy; Postsecondary Education; Units of Study; Vocational Education
IDENTIFIERS- Pharmacy Technicians

This publication, one of a series of self-contained instructional materials for students enrolled in training within the allied health field, includes competencies that are associated with the performance of skills by students beginning the study of pharmacy assistance. It is intended to be used for individualized instruction under the supervision of an instructor. The student manual includes learning objectives, vocabulary, and information needed to help the students master the objectives. This pharmacy assistance training manual contains 28 units covering the following topics: careers in pharmacy; ethics; drug legislation; pharmacy cleanliness and maintenance; dispensing in the pharmacy; receiving, storing, and distributing drugs; metrology; safety; managing a pharmacy; customer/patient relations; prescription drugs; routes of administration; cardiovascular drugs; gastrointestinal drugs; respiratory drugs; infectious disease drugs; nervous system drugs; hormones; nonprescription medications; antacid products; antidiarrheal and laxative products; analgesics; allergy, cough, and cold products; nutritional supplements, vitamins, and minerals; poison ivy products; burn and sunburn products; and weight control products. A bibliography completes the student manual. (KC)

ED 227 276 CE 035 303

Cobb, R. Brian; Larkin, Dave
Apprenticeship Programs and Cooperative Vocational Education. Can They Work Together for Special Needs Students? Technical Assistance Services: Illinois Special Needs Populations.
Illinois State Univ., Normal.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Apprenticeships; Articulation (Education); *Cooperative Programs; *Disabilities; Educational Philosophy; Educational Planning; Education Work Relationship; Exceptional Persons; Job Training; *Mainstreaming; Policy Formation; Postsecondary Education; Program Improvement; Secondary Education; Special Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Illinois

Apprenticeship is primarily a training activity, is administered by the United States Department of Labor, and is probably the oldest systematic form of employment preparation for youth in this country. Cooperative education (CWE), on the other hand, has as its focus an education (versus "training") philosophy, is administered by the Department of Education, and is one of the newest forms of occupational preparation that has been established in secondary and postsecondary schools. Although both of these programs serve students, apprenticeship programs have been inaccessible to women, minorities, and handicapped persons; vocational CWE, while more accessible, also has not met the needs of disabled students. Both for serving all youth and for helping special needs students, some changes should be made in these programs. Recommended changes include the following: (1) both programs should allow for earlier entrance ages based on individual needs; (2) junior and community colleges should be supported in efforts to begin CWE/apprenticeship programs articulated with similar programs on the secondary level; (3) various alternative programs for both apprenticeships and CWE should be tried on a community-to-community basis; and (4) both secondary and postsecondary schools need to be encouraged and reinforced for placing students in work environments depending upon individual requirements; special needs students should be included. (KC)

ED 227 320 CE 035 393

The Quality of Life and Adult Education: Learning as a Way of Life. Peace as a Way of Life. Alternative Ways of Life. Final Report of the International Meeting in Finland Seminar (14th, Murikka, Finland, August 16-21, 1982) .

Association of Finnish Adult Education Organisations, Helsinki (Finland).

PUB DATE- 20 Oct 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Adult Education; Change Strategies; Cultural Influences; *Educational Benefits; Educational Needs; *Lifelong Learning; Life Style; *Outcomes of Education; *Peace; *Quality of Life

These conference proceedings summarize the information presented at a conference held in Finland between August 16 and August 21, 1982, devoted to the impact of adult education on the quality of life. Included in the report are summaries of the proceedings and discussions that took place during the conference. The following presentations are summarized: "What is the Quality of Life?" by Marja Jarvela-Hartikainen and Matti Sarmela; "Culture as a Factor Forming the Way of Life," by Rauni Turkia and Michael Moore; "Learning as a Way of Life," by Kaarina Suonio; "Peace as a Way of Life," by Helena Kekkonen; and "Alternative Ways of Life," by Hilkka Pietila. Summaries of the discussions follow each of the presentations. The results of seven group discussions on themes pertaining to adult education and the quality of life and recommendations emerging from the group discussions are also provided. Appended to the proceedings are a program agenda and a list of participants. (MN)

ED 227 363 CE 035 496

Abram, Robert E.; And Others
Teacher's Guide to Transferable Skills. Research and Development Series No. 216.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- OB-NIE-G-78-0211
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD 216, teacher's guide and 3 filmstrips/tapes--$21.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adjustment (to Environment); Annotated Bibliographies; *Communication Skills; *Computation; Consumer Economics; Critical Thinking; *Daily Living Skills; Employment Potential; Guidelines; Interpersonal Competence; Job Skills; Learning Activities; Logical Thinking; Personality Traits; Postsecondary Education; *Problem Solving; Secondary Education; *Skill Development; *Transfer of Training; Vocational Adjustment; Work Attitudes
IDENTIFIERS- *Consumer Skills

Developed to inform teachers and students of the importance of transferable skills in their daily lives, this teacher's guide contains activities for practice in applying transferable skills in the areas of problem solving, communication, computation, and relationships with others. The activities in the guide are intended for use on either the secondary or postsecondary level and can easily be adapted to match the subject matter being taught. Covered in the individual sections of the guide are the following topics: making school meaningful through transferable skills (making school meaningful, life and change, what recent studies say, and dealing with change); about transferable skills (the definition of transferable skills, the transfer process, the importance of transferable skills, and differences between transfer and transferable skills); guidelines for encouraging transfer (simulations among transfer situations, techniques for problem solving, and identifying important parts of a task); activities for encouraging transfer (getting started, related filmstrip and tape programs, individual activities for encouraging transfer, and an index of the activities); and identifying transferable skills (skill lists and techniques for assessing transferable skills). Concluding the guide is an annotated list of resources on transferable skills and the transfer process. A list of transferable skills is appended, and an audiocassette script is included. (MN)

ED 227 376 CG 016 504

Michaels, Gerald Y.; And Others

Longitudinal Investigation of Value System Changes at Transition to Parenthood.

SPONS. AGENCY- Michigan Univ., Ann Arbor. Rackham Graduate School.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Development; Adults; *Attitude Change; Attitude Measures; *Family Life; Longitudinal Studies; *Moral Values; *Parent Attitudes; Parents; Pregnancy; Social Responsibility; Social Values

The human values system is a heretofore unresearched area in the developmental changes occurring at the transition to parenthood. Pregnant couples (N=44) and a control group of nonpregnant couples (N=33) were interviewed three times over a 9-month period to examine the impact of the transition to parenthood on the organization of both instrumental and terminal values and to examine whether the transition to parenthood would cause commitment to family to supplant a commitment and concern for the larger society. A series of values measures was administered to determine nonvalues-related attitudes, instrumental and terminal values, relative weight of familial values, and values changes. Cross sectional analyses of differences in values showed that couples in the pregnant group underwent greater instrumental and terminal value system changes than couples in the nonpregnant group. In addition, those with pregnancy-related medical difficulties and those with unplanned pregnancies showed greater value changes. The findings support a model of value system change at the transition to parenthood in which the value system reorganizes itself around the central importance of family security and the importance of values concerned with social justice and responsibility decreases. (MCF)

ED 227 392 CG 016 520

Huff, Sheila M.
Competence in Counseling and Helping Roles in Human Service Agencies. Draft.
National Center for the Study of Professions, Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- Jul 81
GRANT- NIE-G-78-0004
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Measures; Cohort Analysis; *Competence; *Counselor Evaluation; Counselor Qualifications; *Counselors; Educational Objectives; Helping Relationship; *Human Services; Job Analysis; Job Performance; *Job Skills

Those who wish to relate education and assessment to the realities of practice in human services sometimes turn to the field for information about the nature of jobs. To determine competencies in counseling and human service agencies, an instrument was developed to survey attitudes of 502 human service providers and 51 clients from 24 agencies. Five dimensions or factors of competence in human service work were indicated: (1) developing helping relationships; (2) conformity to minimum work standards; (3) technical and administrative knowledge; (4) diagnostic and problem solving ability; and (5) human resource development skills. Factors 1 and 4 were judged to be critical in preventing client harm, and factors 4 and 5 were considered typical of superior performance. The findings have implications for program improvement, student assessment, and resource pooling as well as licensing, certification, and Civil Service applications. (JAC)

ED 227 408 CG 016 540

Johnson, David W.; Johnson, Roger T.

Having Your Cake and Eating It Too: Maximizing Achievement and Cognitive-Social Development and Socialization through Cooperative Learning.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Cognitive Development; Cooperation; *Educational Strategies; Elementary Secondary Education; Interpersonal Relationship; *Outcomes of Education; *Social Development; Socialization; State of the Art Reviews; Student Attitudes; Student Development; Teachers
IDENTIFIERS- *Cooperative Learning

Research on the educational outcomes of cooperative learning strategies suggests that educators can "have their cake and eat it too" since these strategies have been found to promote simultaneously high achievement, constructive student-student relationships, positive attitudes toward subject areas, continuing education, critical thinking, cooperative tendencies, and psychological health. Cooperative strategies can eliminate the necessity of choosing between strategies which promote either academic achievement or cognitive development and socialization. This paper reviews the research on the relative impact of cooperative, competitive, individualistic, and traditional instructional methods on a wide range of eduational outcomes. Results of meta-analysis of the available research on two of the most frequent dependent variables in this education research, i.e., achievement and interpersonal relationships, are reported in detail including among others the use of higher quality reasoning strategies, higher level cognitive processing, mastery of social competencies, and development of sex-role identity. Major approaches to the development of cooperative learning strategies are described including:(1) direct application where specific curriculum procedures are used; and (2) conceptual application using general procedures and principles to formulate a unique set of instructional procedures. The immediate future directions of the research efforts on cooperation and schooling are discussed and problems with previous research are outlined. (JAC)

ED 227 424 CG 016 557

Worthington, Everett L., Jr.; Hammonds, T. Michael
Compliance with Homework Tasks in a Behavioral Self-Control Weight Loss Program.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Modification; Change Strategies; College Students; Contracts; *Counseling Effectiveness; Counseling Techniques; Employees; Higher Education; Homework; *Motivation Techniques; Obesity; Predictor Variables; Self Control
IDENTIFIERS- *Compliance (Behavior); *Weight Loss

The assumption that therapeutic or homework directives enhance therapy has received little research attention. To explore compliance with homework directives in a behavioral self-control treatment of weight loss, the comparative importance of social support (S), support plus directives with no rationale (SD), support plus directives with rationale (SDR), and support plus directives with rationale and involving a written contract (SDRC) was investigated using student volunteers (N=42) and a waiting list control group (N=5). Analyses of variance of the weight loss of all groups showed that participants in all conditions except the SD lost more weight than controls. Analyses of compliance with directives to call in, monitor calories and exercise, reduce calories, and increase exercise for the self control groups showed weight loss was correlated with call-in frequency and calorie reduction. Compliance was improved by providing rationales for directions but not by written contracts. A second study involving insurance company employees (N=22) investigated the potential causes of the failure of contracts to improve compliance by testing the hypothesis that systematic attention to compliance or noncompliance with behavioral homework would increase compliance. Attention to homework was found to effectively increase client compliance with directives. These experiments suggest that the relationship between compliance with directives and positive therapeutic outcome is not simple and deserves increased attention from researchers. (MCF)

ED 227 454 CS 007 030

Howell, John F.; Sylvester, Theodora A.

Improving Reading Motivation.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- After School Programs; Elementary Education; *Motivation Techniques; *Reading Aloud to Others; Reading Attitudes; Reading Failure; *Reading Habits; *Reading Improvement; *Reading Programs; Reading Research; *Student Motivation
IDENTIFIERS- Reading Motivation; *Reluctant Readers

A study was conducted to determine the effectiveness of a 10-week, after school reading program developed to motivate reluctant readers through reading aloud to them and through giving them books to read. Appropriate paperback books were read aloud to unmotivated readers in grades 3 and 4 for about 10 minutes or until a particularly exciting part of the story was reached. At that exciting part, the reader stopped and copies of the book were quickly distributed to the children to keep. The children were never told to finish the story; rather, they were told that it would be finished at the next meeting if they wanted it finished. A rating scale was developed and given to the children's teachers to rate the children at the beginning and conclusion of the program. Results of repeated use of the reading program indicated that the children improved in both motivation and reading skills. Two types of interviews with the children confirmed the validity of these results. (JL)

ED 227 469 CS 007 049

DeGuire, Michael R.
The Role of the Elementary Principal in Influencing Reading Achievement.
PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Role; Elementary Education; *Principals; Questionnaires; Reading Achievement; *Reading Programs; *Reading Research; *Teacher Administrator Relationship; *Teacher Attitudes

A study surveyed teachers from 10 schools to determine their perceptions about the principal's actual and ideal role in the school's reading program. A 40-item questionnaire was organized for analysis in seven categories: (1) goal and program development, (2) program coordination and delivery, (3) supervision and evaluation, (4) staff development, (5) community relations, (6) principal knowledge, (7) and principal attitude. The principal interview form consisted of an indepth analysis of the same performance responsibilties. Findings showed that all teachers and principals agreed that ideally the principal should express a positive interest in and understanding of the school's reading program, provide fiscal support based on the needs of the entire staff, and conduct periodic schoolwide evaluation of student progress in reading. Schools in which reading achievement declined were for the most part administered by principals who were less involved in a leadership role for the school's program, less aware of the actions necessary to change the program, and more frustrated by limitations of time, personnel, budget, and district requirements. Schools that evidenced growth in reading achievement were noted for their intensive diagnosis and periodic assessment of students' reading, frequent communication among teachers about student needs in reading, cooperative working arrangements among most of the staff, and teachers' positive attitude about the principals' active support. (The 15 role performance statements are appended.) (HOD)

ED 227 591 EA 015 516

Bessey, Barbara L.; And Others
A Study of State Management Practices: Looking Back at Title I and Toward Chapter 1. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AIR-857-8/82-FR
PUB DATE- Aug 82
CONTRACT- 300-80-0601
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Compliance (Legal); *Federal Programs; *Federal Regulation; Formative Evaluation; *Management Systems; Organizational Effectiveness; Parent Participation; *Program Administration; Program Implementation; Program Proposals; Quality Control; School Accounting; School Districts; State Departments of Education; *State School District Relationship; Tables (Data); Technical Assistance
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

This volume contains the "Final Report" of a study commissioned to document how States met the requirements of Title I of the Elementary and Secondary Education Act of 1965, as amended in 1978, and to identify management practices and documents that can be used by States to facilitate their management of Title I programs and those of Chapter 1 of the Education Consolidation and Improvement Act that superseded Title I in 1981. State documents and materials were reviewed; indepth telephone interviews were conducted with 49 State Title I coordinators; and onsite interviews were conducted with a nationally representative sample of 20 State Title I coordinators and their staffs. Finally, 60 school districts from the 20 States were visited, and 28 were contacted by telephone. This volume contains the executive summary, discusses the evolution of the State role in Title I, presents the study methodology, and details the resources available for administration of Title I programs. The remaining 90 percent of the document presents the results from the interviews followed by a sampling of district comments for each of the major State responsibilities: State rulemaking, application approval, monitoring, technical assistance and dissemination, evaluation, parent involvement, and enforcement. (MLF)

ED 227 217 CE 032 990

Farm Level--Setting Up and Using the Tripod Level, Staking Out Foundations, Differential Leveling, and Staking Out Fence Lines. Student Materials. V.A. III. V-E-1, V-E-2.

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; *Construction (Process); *Equipment Utilization; *Measurement Equipment; Secondary Education; *Vocational Education
IDENTIFIERS- Fence Building; *Surveying (Engineering)

Designed for use by individuals enrolled in vocational agricultural classes, these student materials deal with setting up and using a tripod level, staking out foundations, differential leveling, and staking out fence lines. Topics covered in the unit are different kinds of tripod levels, the parts of a tripod level, transporting a tripod level, checking and adjusting a level, using a target rod, terminology used when operating a farm level, staking out foundations, differential leveling, and staking out fence lines. The unit includes instructional text as well as five suggested student activities based on the text. (MN)

ED 227 607 EC 151 037

Antonelli, Charles J.; And Others
Preparedness and Prevention into Treatment Programs: Where to Begin.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adjustment (to Environment); *Behavior Modification; Case Studies; Disabilities; Drug Therapy; *Emotional Problems; Group Homes; *Interdisciplinary Approach; Medical Services; *Mental Retardation; Psychiatric Services; Socialization
The paper presents case studies showing results of an interdisciplinary (I-Team) approach to behavior problems of five retarded residents of a group home. Stressed are the concepts of preparedness and prevention to individual case analysis and active treatment approaches. Individual case studies describe the I-Team's approach with such behaviors as self-injurious behavior, tantrums, and unacceptable behavior. A summary review of the five cases presents findings including that, although the influence of social learning appeared to be a variable in some cases, in others the apparent social learning variable was stimulated by a medical condition as well as psychological dependence on treatment. (MC)

ED 227 261 CE 035 283

Preparing Students to Adapt with the New Technology.
Southern Illinois Univ., Carbondale. Coll. of Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Mar 83
CONTRACT- R31-13-D-0364-460
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Basic Skills; *Educational Needs; Educational Objectives; Employment Potential; Futures (of Society); Job Skills; *Job Training; Labor Needs; Literature Reviews; Needs Assessment; *Relevance (Education); School Business Relationship; Secondary Education; Student Needs; *Technological Advancement; *Transfer of Training; *Vocational Education

The new technology is forcing vocational education decision makers to establish policies that will influence the direction and focus of vocational education during the next decade. This task is further complicated by the difficulties associated with forecasting the types of skills that will be required by future workers. While many educational planners feel that the emphasis of vocational education should be on traditional job skills, others are calling for an emphasis on the new technology. Still others are calling for an emphasis on a common set of intellectual, basic educational, and transferable skills. Three alternatives that have been suggested for adapting to the new technology are a focus on basic skills alone and on an approach that would present a balanced mix of basic, transferable, and change skills. Business and industry have expressed dissatisfaction with entry-level employees' competence in both basic and transferable skills. Despite the present problems, vocational education has the potential to help students adapt to the new technology. (The second part of this paper consists of an annotated description of 24 of the primary sources of information cited in the synthesis.) (MN)

Rice, Eric; And Others
A Basic Core Curriculum. Instructor's Guide to Apprentice Related Training Modules.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adult Learning; *Adult Students; *Apprenticeships; *Core Curriculum; Curriculum Guides; *Educational Needs; Guidelines; Individual Needs; Instructional Materials; Postsecondary Education; Program Content; Resources; Student Characteristics; *Teacher Role

This instructor's guide is designed for use with an accompanying 10-book series containing core instructional materials that deal with subject matter needed by apprentices during the first or second years of apprenticeship-related subjects training. Discussed first are the nature and organization of apprenticeship programs in general. The content and importance of related-subjects instruction are outlined. Examined in the next section is the role of instructors in addressing the following needs of adult learners: the need to be comfortable with a learning situation; the need for ownership of information and skills; and the need for explicit, concrete information. The final two sections consist of brief descriptions of both the core curriculum materials provided in the booklets as well as additional resources for use in related subjects instructional programs. (MN)

ED 227 335 CE 035 423

Wright, Douglas A.; Farris, Elizabeth
Trends in Vocational Education in the Arts 1980. Fast Response Survey System.
Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- FRSS-R-11; NCES-83-202
PUB DATE- 80
CONTRACT- 300-79-0517
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Art Education; Art Therapy; Dance; Dance Therapy; Design; Drama; Educational Opportunities; *Educational Trends; Film Production; Fine Arts; Freehand Drawing; *Graphic Arts; Handicrafts; Musical Instruments; Music Therapy; Painting (Visual Arts); Photography; Postsecondary Education; Production Techniques; Program Content; Questionnaires; Radio; Sculpture; Secondary Education; *State Programs; State Surveys; Television Curriculum; *Visual Arts; *Vocational Education

A study examined the nature and extent of vocational arts education programs throughout the 50 states. During the study, data were sought concerning those programs designed to prepare students for occupations in 14 arts areas: dance; vocal music; instrumental music; theater; radio, television, and video; cinematography; photography; graphic arts; product design; environmental design; drawing, painting, and sculpturing; vocational crafts; therapy through art, dance, music, and drama; and musical instrument construction and repair. To obtain these data, questionnaires were mailed to all state educational agencies. Responses were obtained from the District of Columbia and from all of the 50 states except Nebraska. Included among the study findings were the following: (1) all responding states offered vocational education programs in 1979-1980 at the secondary or postsecondary levels in at least 1 of the 14 specified arts areas; (2) while the numbers of areas covered ranged from as few as 1 to as many as 12, the average number of arts area programs offered per state was 5.2; (3) graphic arts was the most widely offered program, with all but one state having programs in this area; and (4) the least prevalent program areas were vocal music, dance, and therapy through the arts. (MN)

ED 227 349 CE 035 451

English in the Working World. A High School Course Especially Developed for VESS Students. Vocational Education for Special Students.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Business English; Community Colleges; Course Content; Curriculum Guides; *Disabilities; *Disadvantaged; Educational Resources; *English Instruction; High Schools; Individual Instruction; Job Skills; *Learning Activities; *Special Education; Two Year Colleges; Units of Study; Vocational Education; Work Experience Programs
IDENTIFIERS- Vocational Education for Special Students Program

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve Course Content; Units of Study; Curriculum Guides; *Learning Activities; academic curriculum to complete their local high school program. The course is to be taught in conjunction with a vocational education work experience program developed in cooperation with a local community college. This functional English curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and four course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. A bibliography completes the package. (KC)

ED 227 515 CS 207 425

Myers, Miles, Ed.; Gray, James, Ed.

Theory and Practice in the Teaching of Composition: Processing, Distancing, and Modeling.

National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5399-2
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 53992, $11.50 non-member, $10.00 member).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- Cognitive Processes; Curriculum; Elementary Secondary Education; Higher Education; Prewriting; Student Writing Models; *Teaching Methods; *Theories; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- *Theory Practice Relationship; Writing Programs

Intended to show teachers how their approaches to the teaching of writing reflect a particular area of research and to show researchers how the intuitions of teachers reflect research findings, the articles in this book are classified according to three approaches to writing: processing, distancing, and modeling. After an introductory essay that defines and explains the three approaches, the second part of the book contains eight articles that stress processing. These articles cover the psychology of thinking, mapping and composing, children's art, drawing as prewriting, prewriting as discovery, turning speech into writing, and the process approach and the elementary school writing curriculum. Part three, dealing with distancing, contains two articles defining "talk-write" as a behavioral pedagogy for composition and explaining its application in the classroom; and five articles on function categories, the composition course as the pursuit of ideas, a new curriiculum in English, student writing response groups in the classroom, and the All-City High Project of the Oakland, California, school district. The articles on modeling in part four explain a generative rhetoric of the sentence, sentence modeling, "voices" in reading and writing, paraphrases of professionals in writing classes, the importance of reason in writing, and the superiority of showing over telling. The relationship between the teacher and the researcher is examined in the book's final essay. A bibliography is included. (JL)

ED 227 530 CS 504 140

Thompson, David W., Ed.; And Others
Performance of Literature in Historical Perspectives.
Speech Communication Association, Annandale, Va.

REPORT NO.- ISBN-0-8191-3147-4
PUB DATE- 83
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($24.75 paper, $34.75 cloth--ISBN-0-8191-3146-6).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Authors; Classical Literature; *Communication (Thought Transfer); Diachronic Linguistics; Educational History; Higher Education; History; *Literary Criticism; *Literary History; *Literature Appreciation; North American Literature; *Oral Interpretation; *Popular Culture; Renaissance Literature; World Literature

The 33 essays that make up this volume examine the history of literature in performance from five perspectives: (1) language, (2) popular culture, (3) teaching, (4) theory, and (5) entertainment. The essays in the first section explore the basic perspective of oral performance as a factor in the development of languages themselves and their subsequent literatures. The second section's essays complement the previous section's emphasis on the role of poets and literary craftsmen through its own emphasis on the influence of the laity on popular culture. Essays in section 3 describe the historical development in the United States of the academic study of literature in performance as well as some changes within and extensions beyond its predominantly classroom focus. Historical samples of another side of academic research--the proliferation of theories of communication involving literature in performance--are examined in section 4. The essays in the fifth and final section give evidence of some surviving instances of the performance of literature in professional entertainment. (JL)

ED 227 576 EA 015 499

Annual Estimated Minimum School Program of Utah School Districts, 1982-83.

Utah State Office of Education, Salt Lake City.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditure Per Student; *Program Costs; School Districts; *School Statistics; *State Aid; State Legislation; State Programs; Tables (Data); Tax Allocation
IDENTIFIERS- *Utah

Utah's school districts receive equalization aid under the state's school finance program. Funds are distributed on the basis of weighted pupil units and are allocated among a number of specific programs. This document consists of tables and graphs displaying the allocation of these funds to Utah's 40 school districts during the 1982-83 school year. The main body of the document is arranged by program, presenting each district's weighted pupil units for that program and then specifying the dollar amount allocated to the district as a result. These funds supplement those raised by local taxes for rural education, programs for the handicapped and other special students, vocational and technical education, the regular school program, special purpose optional programs, and retirement and social security costs, among others. Introductory material summarizes program revenues and expenditures at the state level. The text of Utah House Bill 159, the enabling legislation, is presented in an appendix, as are formulas for calculating the weightings used in allocating funding. (PGD)

ED 227 623 EC 151 072

Greenwood, Charles R.; And Others
Minority Issues in the Education of Handicapped Children. Minority Issues Inservice Program (MIIP): Instructor's Manual.
Kansas Univ. Medical Center, Kansas City. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 82
GRANT- G007901332
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Course Objectives; Course Organization; *Disabilities; *Ethnic Groups; Higher Education; *Inservice Teacher Education; Instructional Materials; Mastery Tests; *Minority Groups; Needs Assessment; *Teacher Improvement

Guidelines and course materials for teaching an inservice course for regular and special education teachers are presented which are designed to accompany the text entitled "Minority Issues in the Education of Handicapped Children." The instructor's manual contains information concerning the course materials, instructor options and requirements, evaluation options, pretraining considerations, training activities, post-training considerations, and the materials (i.e., exams and other materials used in conducting the course). The course covers the following topics: assessment issues, language and learning style issues, educational objectives and multicultural curricula, educational and vocational barriers, and school policy and community awareness issues. Appended materials include the following: a pretest and posttest and answer keys, student survey and answer key, mastery exams and answer keys, teacher satisfaction survey, instructor's application tasks summary, information on the text, an informative course brochure, and narrative text of an audiovisual package on the inservice training program. (SEW)

ED 227 218 CE 032 992

Leadership Development Guide. VICA 15.
Texas A and M Univ., College Station. Vocational Instructional Services.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Individual Characteristics; Individual Development; Interpersonal Competence; *Interpersonal Relationship; Leaders; Leaders Guides; *Leadership; Leadership Qualities; *Leadership Responsibility; Leadership Training; Motivation Techniques; Parliamentary Procedures; Personality Traits; Public Relations; Secondary Education; Skill Development; *Student Organizations; Supervision; Supervisory Methods; *Vocational Education
IDENTIFIERS- *Vocational Industrial Clubs of America

This leadership development guide is designed for use by student officers of the Vocational Industrial Clubs of America (VICA). Discussed first are the uniqueness of each individual and the qualities that made several famous leaders great. In the second section, various aspects of developing leadership abilities are addressed, including becoming familiar with the background and organization of the VICA, understanding parliamentary procedure, knowing the responsibilities of VICA members and officers, learning to get along with and draw out the best in others, knowing oneself, and mastering the basics of public relations. (MN)

ED 227 247 CE 035 259

Conter, Robert V., Ed.; Porcelli, Winifred A., Ed.
Removing Barriers to the Adult Learner: Through Marketing, Management, and Programming. NUCEA Region VI Conference (Las Vegas, Nevada, October 10-13, 1982).
National Univ. Continuing Education Association, Washington, DC.
PUB DATE- 13 Jan 83
AVAILABLE FROM- University of Arizona Continuing Education, 1717 E. Speedway, #1201, Tucson, AZ 85719 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Adult Development; *Adult Education; *Adult Programs; Adult Students; Advertising; Computer Assisted Instruction; Computer Science Education; Continuing Education; Credits; Educational Cooperation; Educational Needs; *Educational Practices; Extension Education; Higher Education; Microcomputers; Older Adults; Peer Counseling; Postsecondary Education; Publicity; School Business Relationship; Staff Development; *Student Needs
IDENTIFIERS- Ohio; Saudi Arabia

These proceedings contain the texts of nine presentations delivered at a conference on removing barriers to the adult learner through marketing, management, and programing. Included in the volume are the following papers: "Faculty Perceptions of Adult Learners, Off-Campus Credit Programs, and Teaching Strategies," by Diane Brewster-Norman; "The Adult Learner: An Overview of Selected Learning and Developmental Characteristics and Their Implications for Continuing Education Faculty Development," by James K. Broomall; "Programming for Elders--Are Their Regional Differences?" by Robert V. Conter and Susan T. Schneiderman; "Preparing Continuing Education Staff for Computerization," by Frank A. Downes and Roger D. Ford; "Using Peer Counselors: A Program for Training Peer Counselors for External Degree Students in Saudi Arabia," by Louis R. Holtzclaw; "Using a College of Education's Microcomputer Laboratory to Prepare Educators in the Utilization of Microcomputers," by Dennis R. King; "Development and Operation of an Off-Campus Degree Program," by Paul R. Kipper; "Strengthening College/Company Cooperation: An Ohio Perspective," by Ann H. Moore, Theodore J. Settle, and Patricia A. Skinner; and "Making the Most of Free Promotions," by Dawn Ramsey. (MN)

ED 227 440 CS 007 008

Pearson, P. David, Ed.; Hansen, Jane, Ed.
Reading: Theory, Research, and Practice. Twenty-Sixth Yearbook of the National Reading Conference.

National Reading Conference, Inc.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Elementary Secondary Education; Higher Education; Language Processing; Learning Disabilities; *Learning Theories; Program Development; Reading Attitudes; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Programs; *Reading Research; Study Skills; Teacher Education
IDENTIFIERS- National Reading Conference (Organization)

The papers in this collection represent a wide spectrum of approaches, philosophies, and viewpoints of scholarly endeavor in their treatment of reading theories, research, and processes. The collection begins with an address by the president of the National Reading Conference concerning the tools for reading researchers. The remaining 53 articles are arranged according to the following categories: (1) reading and study skills, (2) reading and teacher education, (3) reading and program development, (4) reading and the affective domain, (5) reading and learning disability, (6) reading and word identification, (7) reading and comprehension, and (8) reading and language. (HTH)

ED 227 485 CS 207 380

Newkirk, Thomas, Ed.; Atwell, Nancie, Ed.
Understanding Writing: Ways of Observing, Learning & Teaching. K-8.
Northeast Regional Exchange, Inc., Chelmsford, MA.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-82-0017
AVAILABLE FROM- Northeast Regional Exchange, Inc., 101 Mill Rd., Chelmsford, MA 01824 ($6.95, 10% discount for 10 or more copies).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Collected Works - General (020)
DESCRIPTIONS- Elementary Education; Reading Comprehension; Reading Skills; *Student Teacher Relationship; Teacher Attitudes; *Teacher Role; *Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Readiness; Writing Skills
IDENTIFIERS- *Reading Writing Relationship; Writing Projects

Written by teachers for teachers of elementary school students, the 20 articles in this collection are designed to provide insights into the way children learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction. The articles are grouped in five sections. In the first section, six primary-level teachers explore writing in the early grades, illustrating how writing begins and how teachers can help in the process. The four articles in the second section deal with student teacher conferences, offering examples of techniques teachers can use to talk with students about their thinking and writing. The third section contains four articles that draw connections between reading and writing, showing how young readers' comprehension and interpretive skills improve when reading and writing are taught together. Writing evaluation is discussed in the three articles comprising the fourth section, while the three articles in the final section contain teacher reflections showing how their first hand experiences as writers and learners transform their practices and perspectives. The book also contains a bibliography of materials dealing with the teaching of writing, examples of student writing and drawing, and excerpts from transcripts of student-teacher conferences. (FL)

ED 227 500 CS 207 404

Nazelrod, Barbara D.
The Middle School: Its Institution and English Curriculum. Field Study in Curriculum and Classroom Instruction.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adolescent Development; Adolescents; *Curriculum Design; Elementary Education; *English Curriculum; Integrated Activities; Interdisciplinary Approach; Language Arts; *Middle Schools; Program Descriptions; Program Effectiveness; *Student Needs
IDENTIFIERS- Baltimore County Public Schools MD

The middle school program emerged against a backdrop of criticism, awareness of changing educational necessities and values, and new insights into the needs of the middle range of the student population. The precocity of youth mixed with the pseudo-sophistication of adulthood gives the middle school its reason for existence--the "transescent." The goal of the middle school is to be child-centered, so that time is allowed for growing up during the students' years of change. Ideally, the English curriculum for the transescent should provide the student with an activity-oriented, skill-developmental course of study. It must allow for diversity of interests and abilities, yet rely on the commonality of the adolescent experience. The middle school curriculum of the Baltimore County (Maryland) Public Schools reflects this concern for the adolescent. Throughout all of the sixth grade units, for example, students are involved in improvisations, oral composition, and other experiences that provide them with opportunities to generate language purposefully. The seventh grade units stress student involvement in various language and literature related activities, while the eighth grade course of study provides the student with literature experiences. Many factors are involved in an effective middle school program, among them the development of a middle school "task force," departmental parallel scheduling, team teaching, middle school teacher certification, small classes, interdisciplinary articulation, specialized report cards, and community research. (HOD)

ED 227 546 EA 015 440

Achilles, Charles M.; And Others
Development and Use of a Replication and Evaluation Model to Track the Implementation Progress of Effective Schools Elements in an Inner City Setting.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Change; Educational Innovation; Elementary Secondary Education; Formative Evaluation; Inner City; Models; Program Effectiveness; Program Evaluation; *Program Implementation; *School Effectiveness; Urban Schools
IDENTIFIERS- *Program Replication; Project SHAL; Saint Louis City School District MO

Project SHAL was undertaken in four northern St. Louis (Missouri) schools (Stowe, Hempstead, Arlington, and Laclede) in an effort to introduce key features of effective schools into the educational system. One of the project's major goals was to develop a model for implementing effective schooling procedures that would permit replication of the implementation process in other schools in the district. A model used to track desegregation activities was chosen as a basis for designing the replication model and was itself based on a model of change processes. This paper describes the replication model as it was modified through field testing and presents the model in a tabular form that displays the stages of growth toward full implementation of the various effective school characteristics. The researchers believe the model is generally adaptable to any change effort involving research utilization and featuring key elements that can be defined, described, and evaluated. (PGD)

ED 227 561 EA 015 483

Shoop, Robert J.
Legal Negligence and the Community Educator.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Education; Guidelines; Legal Problems; *Legal Responsibility; School Law; *Torts
IDENTIFIERS- *Negligence

More and more educators are being charged with liability in court. Hence community educators need greater understanding of liability and need to know how to avoid being defendants in litigation. Ignorance of the law is no defense, even though it is often difficult to know what the law is. While there is a tension between protecting the rights of the individual and those of society, if the community educator fails to respect rights or to provide adequate care, then he or she has committed a tort. The most common tort is *negligence, which relates to injury suffered because care has fallen* below a certain standard. Negligence decisions take into account the circumstances, standard of care, risk, and participants' age and capability. Three standards are used to determine negligence, and another two standards--involving the defendant's guilt and the plaintiff's injury--are used to determine damages to be recovered for negligence. Ten guidelines for community educators to follow to avoid litigation involve sponsoring agency authorization, provision of adequate instruction, supervision by qualified personnel, use of a safe place, enforcement of rules, prohibition of dangerous activities, repair of equipment, first aid, and records of accidents and injuries. (RW)

ED 227 608 EC 151 038

Kaplan, George R.
Looking Ahead: Issues Facing Special Education Paraprofessionals in the 1980s.
City Univ. of New York, N.Y. Graduate School and Univ. Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 82
GRANT- 02-G007901330
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Certification; *Cost Effectiveness; *Disabilities; *Organizations (Groups); *Paraprofessional School Personnel; Recruitment; School Aides; *Special Education; *Statewide Planning; Unions

The third in a series of reports examines the future of special education paraprofessionals relative to cost effectiveness; unconventional programs in Arkansas, Pennsylvania, California, and Kansas; the state's role in licensing; recruitment; unionization; and survival of the field. Excerpts from studies are presented to emphasize minimal training of paraprofessionals in relation to the extensive service they provide. A forecast is made indicating that community colleges will no longer play a major role in training due to fiscal pressure. Described are the following parent-initiated programs: Focus on Children, (Jonesboro, Arkansas); the Philadelphia Association for Retarded Children, (Pennsylvania); the North Orange County Regional Occupational Program, (California); and the Parsons-Labette Program, (Parsons, Kansas). Licensing is said to have variable support from national organizations such as the National Education Association, but strong backing from trainers, post-secondary institutions, and state agencies. The approaches of California and Louisiana in moving toward a statewide model are discussed. New sources of aides such as teachers in training are proposed, and recommendations for their recruitment are given. Among the union issues briefly reviewed are seniority, concern of unions for other groups, training, and unionism versus professionalism. A summary states that budget cuts and reduced federal funding are threats to survival of the field and that training in vocational tracks may aid field retention. (MC)

ED 227 233 CE 034 899

Jones, Judy A.

Respiratory Therapy Assistant. Student's Manual.

Texas Univ., Austin. Center for Occupational Curriculum Development.
PUB DATE- 83
AVAILABLE FROM- Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Number HO 206S--$15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; *Allied Health Personnel; Behavioral Objectives; Clinical Experience; Competence; Competency Based Education; Individualized Instruction; Medical Vocabulary; *Occupational Information; Postsecondary Education; Therapy; Units of Study; Vocational Education
IDENTIFIERS- Respiratory Diseases; *Respiratory Therapists; *Respiratory Therapy

This manual is one in a new series of self-contained materials for students enrolled in training with the allied health field. It includes competencies that are associated with the performance of skills by students beginning the study of respiratory therapy assistance. Intended to be used for individualized instruction under the supervision of an instructor, the student manual includes competencies, vocabulary, learning objectives, and information sections. This respiratory assistant training manual contains 18 units covering the following topics: introduction to respiratory therapy; equipment maintenance; medical terminology; anatomy and physiology of the respiratory and cardiovascular systems; administration of medical gases; humidity and aerosol therapy; pulmonary exercises and clearance techniques; pharmacology; pulmonary diseases and complications in adults; respiratory problems in the neonate and the child; patient assessment and diagnostic testing; artificial airways; airway care and suctioning; mechanical ventilation of an adult, an infant, and a small child; weaning patients from ventilatory support; and cardiopulmonary resuscitation (CPR). A bibliography completes the student manual. (KC)

ED 227 308 CE 035 343

Pratzner, Frank C.; Russell, Jill Frymier
The Roles and Functions of Vocational Education: Some Current Perspectives.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Economic Development; *Educational Needs; Educational Philosophy; Educational Planning; *Educational Policy; Educational Trends; Employment Projections; *Futures (of Society); Labor Needs; *Long Range Planning; Policy Formation; Postsecondary Education; Secondary Education; *Vocational Education

This report examines information from a broad base of literature and research and from three Delphi surveys of the views and opinions of small, highly select groups of knowledgeable educational leaders in order to highlight a number of key issues and arguments related to the appropriate roles and functions of public vocational education. It concludes that record levels of unemployment, declining economic development and productivity growth, and sharp declines in the number of new labor market participants in the decades ahead, coupled with an aging labor force, are all forcing greater emphasis on vocational education's role in meeting the nation's economic development needs. The dominant effect of these conditions has been to move vocational education toward greater emphasis on the development of highly specialized skills for specific occupations. At the same time, another group of knowledgeable people believe that secondary vocational education's emphasis should be on general education and preparation in broad occupational areas rather than in specific jobs, while postsecondary vocational education's focus should be on preparation for specific jobs, especially highly skilled jobs for emerging industries, for a wider spectrum of the population. These opposing viewpoints raise some policy implications for federal and state governments and lead to questions, which, the report indicates, should be researched in the coming decade. (KC)

ED 227 321 CE 035 394

Neason, Anna Beth; Miller, W. Wade
The Role of Computers in Vocational Agriculture Instruction.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Agricultural Education; Attitude Change; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Programs; Guidelines; Instructional Materials; Material Development; Problems; Programed Instruction; Programing; Secondary Education; Teacher Attitudes; Teacher Role; *Teaching Methods; *Vocational Education

Although computerized instruction has been used in various educational areas for years, agricultural educators only recently started to consider its use in secondary vocational agricultural programs. Of the three roles possible for computerized instruction (CI)--tutor, tool, and tutee--only the tool role can be implemented profitably in agricultural education at present. CI can be used in its tool role because the software available for vocational agriculture is oriented toward use in agricultural industry. These programs are tools for record keeping or management decision making. The use of agricultural industrial software increases students' computer literacy and their ability to use similar programs upon employment. Computer tools reduce computational time needed for problem solving, leaving students free to focus upon subject problems rather than concentrating on mathematics computations. Implementation of CI faces problems in the areas of hardware systems, teacher training and attitudes, and software quality. Solutions to the hardware problems will come from the computer industry, but teacher training programs must prepare teachers to use all forms of CI in their teaching and overcome prevalent negative attitudes. In addition, teachers must be involved in preparing software for classroom use because computer programers are not attuned to instructional processes. Solving these three problems will be the next step for successful integration of computerized instruction into secondary vocational agricultural programs. (KC)

ED 227 377 CG 016 505

Wiley, Mary O'Leary
Developmental Counseling Supervision: Person-Environment Congruency, Satisfaction, and Learning.
PUB DATE- 25 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); Congruence (Psychology); Counselor Characteristics; Counselors; *Counselor Training; Evaluation Methods; Higher Education; Outcomes of Education; Participant Satisfaction; *Practicum Supervision; *Student Development; *Supervisory Methods; *Teaching Conditions

A developmental approach to counseling supervision proposes that counseling trainees develop in predictable ways over the course of their training,that supervision environments should change to match trainees' needs, and that a congruent supervision environment will better meet the learning needs of trainees. To explore the developmental approach to counseling supervision, a two-scale instrument representing the counselor complexity model of Cal Stoltenberg was developed representing supervisee characteristics (P-scale) and the supervision environment (E-scale). This Developmental Level Determination Scale was administered to 71 supervisors for 107 supervisees and supervisory environments at 9 university counseling centers. Each supervisor filled out a P-scale and an E-scale for each supervisee at the two-thirds point of the semester. At the end of the semester data on satisfaction and learning were collected from both supervisors and supervisees. Results confirmed the model in which trainees progress in counselor complexity level over the course of training. Results also indicated that, in general, supervisors provided different levels of supervision over the course of training. The congruency hypothesis was not supported, since person-environment mismatch was not related to supervisor or supervisee satisfaction. The findings support the validity of the developmental approach to counselor supervision. (JAC)

ED 227 393 CG 016 525

Garbarino, James; And Others
Families At-Risk for Destructive Parent-Child Relations in Adolescence.
Pennsylvania State Univ., University Park. Inst. for the Study of Human Development.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Oct 82
GRANT- 90-CA-835/01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescent Development; *Adolescents; *Child Abuse; Cognitive Development; Developmental Stages; Family Environment; Family Problems; *High Risk Persons; *Parent Child Relationship; Secondary Education
IDENTIFIERS- *Family Violence

A developmental perspective of family violence requires examining the parental, adolescent, and family system characteristics that place a family at-risk for destructive parent-child relations in adolescence. Families (N=64), all of which consisted of a youth aged 10-16 and two parents, completed the Adolescent-Abuse Inventory (AAI); the Achenbach Child Behavior Checklist (ACBC); a measure of the family as an interactional system (FACES); the Cornell Parent Behavior Description (CPBD); and assessments of adolescent physical maturation, cognitive functioning, life events (A-FILE), and demographic and socioeconomic factors. Parental scores on the AAI permitted identification of families at high risk for destructive parent-child relations. Analyses of results showed that risk for destructive parent-child relations in adolescence was not associated with socioeconomic deprivation. The high-risk group tended to be "chaotic" and "enmeshed" (FACES); to include more stepparents; to be more punishing and less supportive (CPBD); and, to be more stressed by life changes (A-FILE). Adolescents in the high-risk families were characterized by significantly more developmental problems (both internalizing and externalizing), and the number of such problems correlated significantly with the risk for destructive parent-child relations. The findings support the view that as systems, high-risk families do not function as well as low-risk families. (Author/JAC)

ED 227 409 CG 016 541

Lindell, Michael K.; Southwick, Lillian
An Analysis of Information Integration Using Free Response Data.
Battelle Human Affairs Research Centers, Seattle, WA.
REPORT NO.- BHARC-400-82-006
PUB DATE- Aug 82
AVAILABLE FROM- Michael K. Lindell, Battelle Human Affairs Research Centers, 4000 N.E. 41st Street, Seattle, WA 98105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; *Cognitive Style; Comparative Testing; Decision Making; Evaluation Criteria; *Evaluative Thinking; Integrated Activities; Nuclear Energy; *Predictor Variables; *Social Cognition
IDENTIFIERS- Free Response Test Items; *Information Integration

A number of laboratory studies have addressed the question of how people integrate different pieces of information to form an overall evaluative judgment. Models of information integration, i.e., the adding model and the averaging model, were tested by gathering questionnaire data from 233 respondents in 17 groups who were expected to vary in their attitudes from strongly pro-nuclear to strongly anti-nuclear. The adding model predicted that a larger number of evaluatively consistent cognitions would be associated with more extreme attitudes. The averaging model predicted that one positive cognition would produce a more extreme attitude than the combination of one negative and two positive cognitions. Data analyses confirmed the prediction of the adding model. Among subjects who held all evaluatively consistent cognitions, a larger number of cognitions were associated with significantly more extreme attitudes. No support was found for the averaging model, suggesting it does not generalize well to a nonlaboratory situation in which subjects are asked to provide traits that they associate with a familiar stimulus. Further research is needed to identify the conditions under which diffeent integration models apply. (JAC)

ED 227 455 CS 007 031

Hoffman, James V.
Feedback to Oral Reading Miscues. Parts I & II. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-6-80-0033
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Feedback; *Miscue Analysis; *Oral Reading; *Reading Instruction; *Reading Research; Reading Teachers; Student Attitudes; Student Characteristics; Student Teacher Relationship; Teacher Attitudes; Teacher Influence; *Teacher Response; Teacher Role; Teaching Methods

The first two parts of a three-part final report on a series of studies that examined the nature, characteristics, and effects of verbal feedback to student reading miscues are contained in this volume. Part I consists of a summary of the nine specific objectives of the research, an overview of the project's methods, and the findings for each of the objectives. The introductory sections in part II contain the project's rationale, a short history of oral reading pedagogy, and information on the nature of teacher verbal feedback to miscues. The largest portion of this section contains comprehensive summaries of three major and several follow-up studies. An extended discussion of the studies' findings and the implications of these results for instruction and future research completes the volume. (JL)

ED 227 470 CS 007 050

Heerman, Charles E.

Space Design and Use in a College Reading Laboratory.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Design; *Design Preferences; Furniture Arrangement; Higher Education; *Learning Laboratories; Learning Modalities; Learning Motivation; *Reading Centers; *Reading Research; *Space Utilization; Student Attitudes; Teacher Attitudes

A college reading laboratory was designed and furnished to maximize flexibility in space use. To determine the effectiveness of the design and use of space, a two-part study was conducted that examined students' learning preferences and collected instructors' observations. Responses indicated student preferences for sound, light, warmth, and formal room design. The emotionality subscale showed students to be motivated, persistent, and responsible. However, over half revealed a strong need for guidance and structure in completing tasks. Sociologically, students reported preferences for learning alone, learning with peers, learning under direct supervision, and learning in different sociological settings. In the physical needs variable cluster, the population revealed that it had predominantly multimodal preferences for visual, kinesthetic, and tactile learning. Instructor observations led to three conclusions about the lab design and use of space: the reduction of square footage caused students' productivity to increase dramatically; space differentiation and mobility facilitated increased productivity; and the small space did not allow for private conferences, materials development, and intensified instruction for deficient readers. (HOD)

ED 227 262 CE 035 286

Rock, Maxine
Report on Student Work Programs Leadership Conference at Berry College (Mount Berry, Georgia, October 4-5, 1982).
Berry Coll., Mount Berry, GA.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 82
AVAILABLE FROM- Berry College, Attn: Development Office, Mt. Berry, GA 30149 (Free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Financial Support; Higher Education; Program Costs; Program Descriptions; *Program Development; *Program Effectiveness; *Student Employment; *Student Experience; Student Projects; *Work Experience Programs; *Work Study Programs

A conference was held for college presidents, student work supervisors, and students who are involved in student-work programs. Attending the conference were representatives of the following colleges: Alice Lloyd College, Pippa Passes, Kentucky; Berea College, Berea, Kentucky; Berry College, Mount Berry, Georgia; Bethune-Cookman College, Daytona Beach, Florida; Blackburn College, Carlinville, Illinois; Bluffton College, Bluffton, Ohio; Le Moyne-Owen College, Memphis, Tennessee; Oakwood College, Huntsville, Alabama; Tuskeegee Institute, Tuskeegee, Alabama; and Warren Wilson College, Swannanoa, North Carolina. During the course of the conference, representatives from each of these institutions presented definition papers in which they discussed the history of their colleges' work experience and work-study programs, means for supporting the programs, individuals and groups involved in the programs, and factors responsible for the programs' success. (Appended to the conference report are the texts of the 10 definition papers presented at the conference.) (MN)

ED 227 277 CE 035 304

Bates, Paul E.; And Others
Behavior Management. Technical Assistance Services: Illinois Special Needs Populations.
Illinois State Univ., Normal.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Behavioral Objectives; Behavior Change; *Behavior Modification; Behavior Problems; Behavior Standards; *Disabilities; Guidelines; Job Training; *Mainstreaming; *Performance Contracts; Postsecondary Education; *Problem Children; Rehabilitation; Secondary Education; Social Reinforcement; Special Education; Teaching Methods; *Vocational Education
IDENTIFIERS- Illinois

Behavior management involves both the encouragement of social behavior and the reduction of inappropriate behavior. Initially, teaching efforts should be directed at identifying socially acceptable alternatives. If these efforts are unsuccessful, additional procedures that are specifically directed at the inappropriate behavior may be warranted. Essential components of all behavior management programs include behavioral definitions, measurement procedures, reinforcement procedures, reinforcement for alternative behaviors, specific program procedures, and a mechanism for monitoring and evaluating program results. When reductive procedures are necessary, the least intrusive and most positive approach should be tried prior to considering more aversive methods. The behavior contract is highly recommended as a program component that assures student involvement and clarification of all program procedures. (This booklet provides basic information and practical ideas for implementing behavior management among special needs vocational education students. A reference list, glossary, and an annotated bibliography are included in the guide.) (KC)

ED 227 293 CE 035 326

Rice, Eric M.; And Others
Introduction to Related Subjects Instruction and Inservice Training Materials. Instructor Training Module #1.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Inservice Teacher Education; Instructional Materials; *Job Training; Learning Modules; Postsecondary Education; *Program Content; Program Descriptions; *Teacher Role
IDENTIFIERS- National Standards

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet introduces the concept of related subjects instruction. Covered in the module are the following topics: the nature and organization of apprenticeship programs (the definition of apprenticeship, the importance of apprenticeship, occupations that are apprenticeable, the parties involved in apprenticeship programs, and national standards for apprenticeship programs); related instruction (the definition of related subjects instruction and the role of the teacher as a related subjects instructor); and the instructional system (the design and content of the instructional materials in this series of modules and the benefits of using the materials). (MN)

ED 227 336 CE 035 425

Equal Employment Opportunity for Women: U.S. Policies. United States Report for the Organisation for Economic Cooperation and Development (OECD) Working Party Number 6 on the Role of Women in the Economy (Paris, France, June 1982).

Women's Bureau (DOL), Washington, D.C.

PUB DATE- 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affirmative Action; Agency Cooperation; Blacks; Coordination; Day Care; Economic Factors; Educational Discrimination; Educational Opportunities; *Employment Opportunities; Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; *Females; Financial Support; Flexible Working Hours; Hispanic Americans; Individual Needs; Labor Force; Labor Force Nonparticipants; Labor Legislation; Migrant Workers; Outreach Programs; *Program Effectiveness; Public Agencies; *Public Policy; *Salary Wage Differentials; Seasonal Employment; Sex Discrimination; Trend Analysis; Underemployment; Unemployment; Unemployment Insurance
IDENTIFIERS- *United States

A study analyzed past and present United States initiatives for promoting equal employment opportunity and wage equality for women. It was determined that, during the past 20 years, the United States Government has established the legal procedures to combat inequities in educational opportunities and employment-related practices. While these procedures have effected some improvements, the problems of occupational segregation and its resultant lower earnings for women persist. Other issues affecting the full utilization of women in the work force include protective labor legislation, inequities in education, lack of adequate child care, lack of adequate alternative work patterns, the scope of unemployment, involuntary part-time employment, and limited unemployment assistance. Despite outreach efforts to groups with special needs, such as migrant and seasonal farmworkers and minority women, members of these groups continue to lag behind their white counterparts in most socioeconomic areas. Analysis of the effectiveness of equal opportunity initiatives reveals that, for the future, equality for women in the workplace will depend on continued reduction of occupational segregation of women. (The second half of this report consists of 18 tables of data.) (MN)

ED 227 350　　　　　　　　　　　　　　CE 035 452

Mathematics in the Working World. A High School Course Especially Developed for VESS Students. Vocational Education for Special Students.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Community Colleges; Course Content; Curriculum Guides; *Disabilities; *Disadvantaged; Educational Resources; High Schools; Individual Instruction; Job Skills; *Learning Activities; *Mathematical Applications; Mathematics; Mathematics Instruction; Remedial Mathematics; *Special Education; Two Year Colleges; Units of Study; Vocational Education; Work Experience Programs

IDENTIFIERS- Vocational Education for Special Students Program

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve those handicapped or disadvantaged students who need an alternative form of an academic curriculum to complete their local high school program. The course is to be taught in conjunction with a vocational education work experience program developed in cooperation with a local community college. This applied mathematics curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and four course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. A bibliography completes the package. (KC)

ED 227 364 CE 035 497

Krause, Scot N.; And Others
Taking Charge. Instructor's Guide. Research and Development Series No. 217A.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 81
CONTRACT- NIE-G-80-0115
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD217A, instructor's guide and filmstrip/tape--$12.00; RD217B, 10 student workbooks--$9.00; RD217, complete set--$19.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adjustment (to Environment); Career Change; Employment Interviews; *Employment Potential; Guidelines; *Job Search Methods; *Job Skills; Learning Activities; *Personality Traits; Secondary Education; Skill Development; *Transfer of Training; Workbooks

This instructor's guide is designed for use with a filmstrip and tape cassette program to assist students in becoming aware of the abilities and skills they may already possess that can help them in getting a job or in changing jobs when necessary. Included in the guide are the following materials: instructions for presenting the program, a script for use with an accompanying filmstrip, a student workbook, and a listing of related classroom products and research skills, identifying some enjoyable experiences and some problem situations, identifying skills that can be used in finding and changing jobs, and taking charge of one's life. (MN)

ED 227 425 CG 016 558

Stutzman, Thomas M.; Jawetz, Karen A.
Early Identification Using Self-Assessment in Measuring Management Potential in Young Scientists and Engineers.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Qualifications; *Aptitude Tests; College Students; Evaluation Methods; Higher Education; Managerial Occupations; *Predictive Validity; Psychometrics; Role Models; *Self Evaluation (Individuals); Student Development; *Talent Identification; Vocational Aptitude

The demand for managers with strong technical skills has led to increased interest in the selection and development of persons who have the potential to be successful managers. To learn more about early identification of persons possessing aptitude to manage, 82 engineering and science students completed a questionnaire describing behaviors they felt were related to five management role dimensions. Their responses were scored by two trained interviewers using behaviorally based scoring guides. One year later, 21 of the students completed a management development program and were evaluated on their performance by their peers and by the program administrator. Correlations between the scored self reports (termed Referenced Assessment) and the performance scores indicated that the Referenced Assessment scores were not predictive of the interim criteria assessed. These findings suggest that the Referenced Assessment measures should not be used to assess management potential. The underlying role model and the potential for the objectively scored self assessment methodology suggest that more research be done on the self-assessment methodology and more work be done on the development of a managerial role model. (Author/JAC)

ED 227 531 CS 504 141

Trank, Douglas M.; Steele, Joe M.
Assessing Growth in a Communication Skills Program.
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Research; Evaluation Methods; Higher Education; *Program Effectiveness; Rhetoric; *Skill Development; *Speech Skills; *Student Improvement; *Writing Skills

A study was conducted to determine if changes in a student's writing and speaking skills over the period of a semester could be measured reliably and to measure what changes, if any, occur in these skills over this period. A pretest-posttest design employing the speech and writing portions of ACT's College Outcome Measures Project was used to gather data. Subjects were 88 college students in six sections of a basic rhetoric course. Analysis of test results indicated that these changes could indeed be measured. Specifically, the greatest gains in skills occurred for the relatively weakest subgroups of subjects in both writing and speaking. On the other hand, except in one case, higher level subgroups did not improve their skills. Most important, however, nearly all of the students reached a standard of proficiency acceptable for college level writing and speaking. (JL)

ED 227 577 EA 015 500

Five-Year Projected Utah School District Building Needs.
Utah State Office of Education, Salt Lake City.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Construction Programs; *Educational Facilities; *Educational Finance; Elementary Education; Equalization Aid; *Facility Planning; Facility Requirements; School Districts; School Law; State Aid; State Legislation; State Programs
IDENTIFIERS- *Utah

Utah and its school districts share the responsibility for providing adequate school facilities, including developing feasible alternatives to new construction. School facilities are financed primarily with local property taxes supplemented with limited state aid. During summer 1982, Utah's 40 school districts projected their highest priority building needs for the 5-year period from the 1982-83 school year through the 1986-87 school year. These projections were based on District Comprehensive School Building Programs, as required by Utah law, and provide the basic data for this report. The report reviews Utah's present school facility situation and the current status of district building programs, updates previous 5-year elementary and secondary building need projections, determines current district plans for utilizing alternatives to new construction, and presents alternatives for action. Appendixes provide supporting data on existing facilities, projected needs, noninstructional facilities, the site acquisition program, and school building equalization, as well as a sample of the district report forms as filled out by the Kane School District. (PGD)

ED 227 592 EA 015 517

Murnane, Richard J.; Pauly, Edward W.
How the Financing of the Public Schools Affects Their Ability to Educate. Final Report of Research Project.
Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 82
GRANT- NIE-G-79-0084
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Behavioral Science Research; Comparative Analysis; Educational Environment; *Educational Finance; Educational Policy; Elementary Secondary Education; Equal Education; Input Output Analysis; Outcomes of Education; *Politics of Education; Private Schools; *Productivity; Public Schools; *Research Problems; *School Effectiveness; Seniority; Student Teacher Relationship; Tax Credits; Teacher Supply and Demand; Tuition
IDENTIFIERS- *Public and Private Schools (Coleman et al)

This research report is comprised of a series of 14 papers, each accompanied by a bibliography. Murnane's nine self-contained articles are grouped into four projects. The first consists of three papers that interpret the results of quantitative research on school effectiveness in a manner that highlights the active behaviors of participants and demonstrates that school policies influence school outcomes through the behavioral responses of participants. The second project applies the behavioral response idea in exploring why it has been difficult to build a powerful research program in education, and why seniority rules for teachers are more productive than many analysts have believed. The third project applies the behavioral response idea to the debate over the relative quality of the education provided by public and private schools. The fourth project consists of an empirical study establishing that there is a selective teacher attrition, during the first years on the job, of those perceived to be unproductive. Pauly's five essays provide the basis for a considerably revised conception of how teaching and learning are embedded in a system of school policies, institutions, and independent behavior. (MLF)

ED 227 624 EC 151 073

Crain, Cynthia D.
Teaching Dance to Educable Mentally Retarded Adolescents: A Curriculum Guide for Educators and Recreators.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adolescents; *Dance; Evaluation Methods; Learning Activities; *Mild Mental Retardation; *Movement Education; Teaching Methods

The manual describes activities designed to teach dance to adolescents with mild mental retardation. It is explained that the manual can be used in a sequential 25-week course in a mini-approach, or as a special event or performance guide. Expected outcomes are considered, including increased self-confidence, improved peer cooperation, and increased independence. The bulk of the manual is composed of 30 activity lessons which include information on goals and objectives, tasks, organization, and teaching emphasis. Activities are grouped into five units: movement orientation, movement exploration, dance foundations, rhythms, and dances. Also included are provisions for evaluation of student progress at the conclusion of each unit. Evaluation forms are provided, as is an assessment evaluation instrument for pre- and post-testing. (CL)

ED 227 219 CE 033 032

Schuetz, Janice
Communicative Competence and Lifelong Learning.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; *Adult Educators; Adults;
Communication Skills; *Communicative Competence (Languages);
*Interpersonal Communication; *Lifelong Learning; Older Adults;
*Speech Communication

Designed for both experienced and novice adult educators who want to improve their own communication and that of their students, this essay presents information on communicative competence and its importance for lifelong learning. First, communicative competence is defined as the ability of persons to be adaptive, flexible, and sensitive to the demands of other persons and of different situational contexts. The essay next applies three principles of competence to processes of lifelong learning: (1) the ability to formulate and achieve objectives; (2) the ability to collaborate effectively with others, i.e., to be interdependent; and (3) the ability to adapt appropriately to situational and environmental variations. Finally, the benefits of effective communication for the teaching and learning of adults are described. Problems due to the lack of competence and benefits resulting from the presence of competence are identified for each part of a basic communication model. (YLB)

ED 227 441 CS 007 009

Pearson, P. David, Ed.; Hansen, Jane, Ed.
Reading: Disciplined Inquiry in Process and Practice. Twenty-Seventh Yearbook of the National Reading Conference
National Reading Conference, Inc.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; *Cognitive Processes; Elementary Secondary Education; Evaluation Methods; Higher Education; Language Processing; Program Development; Reading Attitudes; *Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Reading Processes; *Reading Programs; *Reading Research; Study Skills; Teacher Education; Word Recognition
IDENTIFIERS- National Reading Conference (Organization)

The papers in this collection represent a wide spectrum of approaches, philosophies, viewpoints, and techniques of scholarly endeavor in their treatment of reading and its cognitive processes. The 48 articles, presented at the 1977 meeting of the National Reading Conference, are arranged according to the following categories: (1) reading and teacher education, (2) reading and program development, (3) reading and word identification, (4) reading and comprehension, (5) reading and language, (6) reading and assessment, (7) reading and the aged, (8) reading and the affective domain, (9) reading and research, and (10) reading and study skills. The collection concludes with a review of 1975-76 research on college and adult reading, and the program from the 1977 National Reading Conference. (HTH)

ED 227 471 CS 007 051

Newman, Harold
Utilizing Psycholinguistic Insights in Teaching via the Basal Reader.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basal Reading; Beginning Reading; Directed Reading Activity; Instructional Improvement; Learning Theories; Miscue Analysis; Oral Language; Oral Reading; Phonics; Primary Education; *Psycholinguistics; Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Skills
IDENTIFIERS- *Goodman (Kenneth); *Smith (Frank)

Ideas of educational psycholinguists Frank Smith and Kenneth Goodman can be combined with the ideas presented in current basal reader manuals to help teachers teach reading more effectively. Since reading and speaking are parallel processes, teachers may invite children to "read" with them, hearing the melody of language as they point to interesting or dramatic sentences in the text. Assisted reading, in which the child reads the same text after the teacher, is another useful device. Basal reader authors and psycholinguists agree on the need to continue to refine and enrich oral language competency. Even though we read for meaning more than for word identification, basal readers emphasize word identification as the foundation of comprehension. Basal readers stress phonics, but Smith and Goodman argue that teaching phonics makes it harder, not easier, for children to learn to read. Smith's view of the relativity of comprehension, however, is affirmed by the writers of most basal reader manuals. Both psycholinguists and basal reader authors recognize that reading involves using visual clues to predict meaning. The Directed Reading Activity, a series of steps used in basal readers to promote children's predictive strategies, is the best way not only of teaching reading skills but of stimulating student interest. Research also indicates the usefulness of miscue analysis and the questionable value of recall tests. (JL)

ED 227 486 CS 207 386

Rausch, Ralph W.
Language Arts--New Trends in Textbooks.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Curriculum Design; Educational Trends; Elementary Secondary Education; *English Curriculum; Higher Education; Prewriting; Revision (Written Composition); *Teaching Methods; *Textbook Content; *Textbook Evaluation; Writing Evaluation; Writing Exercises; *Writing Instruction

Writing textbooks are changing to reflect the curricular shift from an emphasis on product to an emphasis on process. The product approach focused mainly on surface features and used an instructional strategy of testing writing rather than teaching it. The process approach focuses on what effective writers do as they move through the stages of prewriting, organizing, drafting, and revising. Newer texts are still divided into composition and grammar sections, but the order and emphasis are reversed. The composition section comes first and is more comprehensive, while grammar instruction is an adjunct to writing instruction, not isolated information taught for its own sake. Older texts progress from words to sentences to paragraphs to longer papers, while newer texts help the teacher teach the whole composition. Information is presented according to the categories of expressive, informative, persuasive, and imaginative writing, and each lesson in each chapter takes the students step-by-step through the four stages of the writing process. Students write constantly in journals, but teachers need grade only finished products. Another trend, the replacement of teachers' manuals with full teachers' editions, provides comprehensive, easily employed teaching aids. Finally, new curricula and new texts lead to a new, more vital and productive classroom atmosphere. (JL)

ED 227 501 CS 207 405

Freeman, James A.
How Prewriting Fits into the Writing Process.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Authors; Developmental Stages; Elementary Secondary Education; Literary Genres; *Literary Styles; *Motivation Techniques; Novels; *Prewriting; Revision (Written Composition); Short Stories; *Writing Processes
IDENTIFIERS- *Invention (Rhetorical)

However the initial germ of a written work arises, there usually follows a prewriting period of meditation. At this rehearsal stage in writing, the author must gain a sense of audience and grope with such variables as genre, point of view, voice, line, tone, and pattern. Many authors of fiction keep journals or notebooks as incubation places where ideas for a work may arise. Lists can also act as a presyntactic ordering of things caught up in the net of a writer's concern. Some authors may use clustering or the unsubordinated mapping of ideas. While all writers engage in some type of prewriting rehearsal, there seem to be great differences in method. Reflective writers use extensive mental or physical prewriting before producing a polished first draft. Many short story writers are reflective and either prewrite extensively before getting to a first draft that is very close to a finished product or else they are forced by the strict limits of their genre to rewrite again and again. The reactive writers such as novelists use some sort of mental preparation but do very little actual prewriting. Nearly all of them plunge ahead without outlining or list-making, making most of their discoveries by actually writing. The fact that short story writers are usually reflective and novelists reactive contradicts the thesis that the two modes are developmental. Whether they are or not, it is clear that they characterize tangibly different ways of going about writing. One does not produce better writing than the other. Reflective writing tends to get at a product sooner in the writing process, but reactive writing can bring out things that might never have surfaced without freewriting. (HOD)

ED 227 516 CS 504 050

Williamson-Ige, Dorothy
Rhetorical Analysis and Criticism of Black Rhetors on the Black Language Controversy--Implications for Education and Society.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Black Attitudes; *Black Dialects; Blacks; English; Language Research; Language Usage; *Linguistic Theory; *Persuasive Discourse; Racial Bias; Rhetoric; *Rhetorical Criticism; Standard Spoken Usage

The rhetoric of black writers and speakers asserts that (1) attitudes and practices toward black language are politically based to keep blacks subordinate to the dominant culture, and (2) African American scholars have a right to determine the meaning and implications of black language. Black rhetors contend that even those blacks who speak "standard English" are subject to discrimination, and that embarrassment and subjectivity are often given as excuses for discounting the opinions of black researchers regarding black English. They charge that incorrect conclusions have been drawn by language theorists who are familiar only with the surface culture of the black language, implying that African American scholars come closer to correctly interpreting the language and its meaning. These rhetorical arguments are appropriate in terms of rhetorical effort, in that a strong effort is made in stating their claims and in providing supporting data and examples. The rhetoric is biased, however, from a black perspective. While appropriate for black audiences in agreement, it is inappropriate when dealing with the audience in need of persuasion. At times this rhetoric appears to aim at both black and white audiences. Perhaps the answer is simply to clarify, reinforce ideas, and renew commitments. (HTH)

ED 227 609 EC 151 050

Burrello, Leonard C.; And Others
Quality Inservice Education: Final Report of the National Inservice Network, 1978-1981.
National Inservice Network, Bloomington, Ind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Delivery Systems; *Disabilities; Elementary Secondary Education; *Information Dissemination, *Information Networks; *National Programs; Program Descriptions; Program Evaluation
IDENTIFIERS- *National Inservice Network

The document comprises the final report of the National Inservice Network (NIN), a program to describe and distribute regular education inservice (REGI) project abstracts, products, and lessons aimed at more effectively working with handicapped students. Initial sections contain an executive summary and an overview explaining the NIN as a temporary linking organization between State Education Agency personnel and local planning teams. A section on the project's national component points out three primary functions--to describe the REGI Network, to assist funded REGI projects, and to establish a set of standards regarding regular education inservice. The "states component" section reviews the structure for statewide planning, the planning/problem solving process, the peer network, project accomplishments, and data collection relating to project evaluation. Noted among results is that participatory planning activities seemed to be linked to an increased sense of role efficacy and a desire to participate in and influence decisions about staff development efforts. A final section highlights findings and offers recommendations for local, state, university, and federal agencies. Appendixes include the Project Directors' Evaluation of the National Component of NIN, Report of Dissemination Activities, the NIN Project Exchange Report, Task Force Reports and Products, a list of NIN Products, Instructional Guide Prospectus, and References. (SW)

ED 227 248 CE 035 260

Dobson, Ruth
Career Development Intervention in Fourth Grade.

PUB DATE- 18 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Awareness; Career Counseling; Career Development; Career Education; *Counseling Techniques; Counselor Role; Education Work Relationship; Females; *Grade 4; Intermediate Grades; *Learning Activities; Lesson Plans; Males; Nontraditional Occupations; Occupational Clusters; School Counseling; Self Actualization; *Self Evaluation (Individuals); Sex Fairness; Sex Stereotypes; Teaching Methods; *Units of Study; Values Clarification
IDENTIFIERS- Wisconsin

This paper contains a unit of six career awareness lessons for use by elementary guidance counselors with fourth grade students. Prepared to be used with fourth graders in a middle class small community elementary school in Wisconsin, the unit is based on developmental needs that have been identified for this age group. It is intended to be both preventive and developmental so that students have a positive environment in which to learn about themselves and others and to become more motivated and self-directed. Each of the lessons contains objectives, activities for students and teachers, and evaluation suggestions. Resources such as films, filmstrips, and workbooks are identified. Topics covered in the lessons include the wide variety of occupations available, occupations in a small community, a visit to a restaurant to see restaurant personnel at work, job clusters and job classifications, sex stereotypes, and personal observations of males and females in traditional and nontraditional jobs. (KC)

ED 227 322 CE 035 395

Leean, Constance
Learning Projects and Self-Planned Learning Efforts among Undereducated Adults in Rural Vermont. NIE Adult Learning Project. Final Report.
Vermont Univ., Burlington. Coll. of Education & Social Services.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 81
GRANT- NIE-G-79-0146
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Basic Education; Adult Education; *Adult Learning; Adult Programs; Case Studies; Educational Practices; *Independent Study; *Learning Processes; Postsecondary Education; Program Development; Program Effectiveness; Questionnaires; Rural Areas; *State Programs; State Surveys
IDENTIFIERS- *Vermont

An 18-month study examined the way adults learn in rural settings, particularly those adults over the age of 25 who have not completed a high school education or its equivalency. The study was organized into three major phases. The first phase consisted of a survey interview of 93 adults living in a rural county in Vermont. The second phase involved indepth case studies with a sub-sample of 14 subjects from the first phase. The third phase entailed a comprehensive analysis of the data and dissemination of the results. Data indicated that 98 percent of those surveyed reported at least one major learning effort. The majority of learning efforts were self-planned and involved the self and/or a mixture of resources in the learning process. Most learning projects were non-credit. Among the most frequent obstacles to learning were time constraints, basic skills, and access to good information. Finally, those interviewed were most comfortable learning at home or in their communities. Recommendations called for developing more ways to determine what adult learners actually want as well as for reassessing the rights of self-directed learners and curriculum and delivery system issues for long-distance learners. (MN)

ED 227 378 CG 016 506

Baskin, David; Beale, Claudette J.
Life-Stresses: Do They Wax or Wane with Age?
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Development; *Adults; *Age Differences; *Aging (Individuals); Cohort Analysis; Coping; Gerontology; Interpersonal Relationship; Psychological Patterns; *Stress Variables
IDENTIFIERS- *Life Events

There is a common perception that stresses tend to increase and accumulate with age, but there have been no definitive studies of differences in perceived life stress among different age groups. To study these differences, a quasi-random sample of 215 adults completed a 41 item life-stressor questionnaire, modified from the Paykel (1971) and Holmes and Rahe (1967) scales to include new stressors resulting from recent changes in environment, life styles, and family and gender roles. Results showed that with two exceptions (serious illness and moving residences within the same town or nearby) all age groups were statistically different on all the variables as well as the total stress variable, and that this was due to lower stress levels at older ages. Older people may have learned to deal with life stresses in a more constructive manner, or some stresses may not be as operant in older people's lives. The findings disprove the common misperception that growing older and retirement are necessarily negative occurrences. A series of tables is appended which provides information on subjects' occupational status, ethnic composition, educational background, income, and socioeconomic status as well as detailed statistical information on the life stress scores. (JAC)

ED 227 394 CG 016 526

Walker, Alexis J.

An Attempt at an Eclectic Model of Nonnormative Crises.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Coping; *Family Influence; *Family Problems; Family Relationship; Literature Reviews; Models; *Stress Variables
IDENTIFIERS- *Crisis Theory

This paper addresses the theory and data from differing disciplines regarding the generic aspects of nonnormative crises (those unrelated to ontogeny or stage of the family life cycle) in order to increase understanding of the underlying processes involved. The first part of the paper reviews the literature on the study of family crises, identifying major research issues: (1) the event (classifying the nature of the event); (2) resources, i.e., individual resources (abilities, personality traits) and family resources (cohesion, adaptability); and (3) definition, i.e., the family definition of the severity of the change. The second section of the paper offers an eclectic model of nonnormative crises which focuses on the context of the crisis, proposing that all crises have both direct and indirect effects, and all crises have an impact at more than one level. The context model is illustrated through the personal account of a mastectomy, the accounnt of the impact of an extensive flood, and by differing accounts of job layoff. Figures illustrating the contexts of the mastectomy and flood crises are included. (PAS)

ED 227 410 CG 016 542

Lettieri, Dan J.
Predicting Suicide: Issues, Methods and Constraints.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Crisis Intervention; *Ethics; Evaluation Criteria; High Risk Persons; Individual Differences; *Predictive Validity; *Predictor Variables; Prevention; *Research Methodology; State of the Art Reviews; *Suicide

With the proliferation of suicide prevention centers in the United States, the task of rapidly and effectively assessing an individual caller's suicide potential has become an important research problem. However, the social science researcher is often confronted with an ethical problem when the results of his predictive equations can be used to label people. It may be necessary to switch from predicting negative features to those which are positive and insulating. Predictaion instruments are best made for defined classes of persons. Longer lengths for the assessment instrument are not an advantage since research shows no relationship between predictive accuracy and amount of information available. Predictive instruments are relative to the persons involved, the criterion behavior to be predicted, and the social system in which the person and behavior are found. While predictive instruments can distinguish between different kinds of risks, estimate future risks, and form a baseline against which the outcomes of treatments can be judged, the challenge of predicting suicidal behavior remains. (JAC)

ED 227 456 CS 007 032

Hoffman, James V.
Feedback to Oral Reading Miscues. Part III. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-6-80-0033
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Feedback; *Miscue Analysis; *Oral Reading; *Reading Instruction; *Reading Research; Reading Teachers; Student Attitudes; Student Characteristics; Student Teacher Relationship; Teacher Attitudes; Teacher Influence; *Teacher Response; Teaching Methods

The third part of a three-part final report on a series of studies that examined the nature, characteristics, and effects of verbal feedback to student reading miscues, this volume contains articles and unpublished manuscripts that have been written as part of the project. The 12 articles cover the following topics: (1) the place of oral reading in a develomental reading program; (2) the history of oral reading instruction; (3) teacher beliefs, attitudes, and preferred practices in oral reading instruction; (4) the relationship of theoretical orientation to reading and teacher verbal feedback during reading instruction; (5) teacher verbal feedback to the reading miscues of high and low achieving students; (6) students' beliefs and attitudes about oral reading istruction; (7) providing feedback to reading miscues; (8) characterizing teacher feedback to student miscues during oral reading instruction; (9) training for a feedback to oral reading analysis system; (10) inservice and preservice teacher feedback to student miscues; (11) guided oral reading and miscue focused verbal feedback in second grade classrooms; and (12) the effects of differentiated patterns of verbal feedback to miscues on word identification strategies and success. (JL)

ED 227 234 CE 034 931

Hollenback, E. F., Comp.
Together We Can. Annual Texas Vocational Guidance Summer Workshop Proceedings (6th, Austin, Texas, August 10-13, 1982).
North Texas State Univ., Denton. Coll. of Education.; Texas Vocational Guidance Association.
PUB DATE- 83
AVAILABLE FROM- Dr. E. F. "Bill" Hollenback, College of Education, North Texas State University, Denton, TX 76203 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Advisory Committees; Career Counseling; Career Education; Career Exploration; *Career Guidance; Computer Oriented Programs; Counselor Role; Disabilities; Educational Resources; Employment Potential; Equal Education; Followup Studies; Information Systems; Job Skills; *Occupational Information; Postsecondary Education; Public Relations; Secondary Education; Sex Fairness; *Student Placement; *Student Recruitment; *Vocational Education; *Vocational Evaluation; Workshops
IDENTIFIERS- CHOICES (Program); Project BASICS; Project Business; System of Interactive Guidance and Information; Texas

These proceedings contain 46 papers presented at a summer workshop on vocational guidance. The first two papers, presented at general sessions, deal with equal access/sex equity and problems in Vocational Education Data System reports. The remaining 44 presentations are divided into these nine categories (with representative topics): testing (the individual inventory, vocational evaluation/assessment of the handicapped, a review of "A Counselor's Guide to Vocational Guidance Instruments"), occupational information (teleconferencing in vocational education; CHOICES, a computerized career exploration program; employment trends; computer-based career information systems; SIGI, System of Interactive Guidance and Information; the job market; conducting an occupational survey), guidance and counseling (Texas National Guard, teaching occupational clusters, the GOSTA program to teach goal-setting, employability skills curriculum, Project BASICS, vocational counselor's role, interviewing techniques), recruitment and placement (career day, counselor's function, recruitment and placement of disadvantaged and handicapped persons), advisory committees and public relations (effective use of advisory committees), educational and guidance resources (Project Business, tracking/placement systems), and educational alternatives and options (apprenticeship, the adult learning center, counseling for careers in high technology). (YLB)

ED 227 263 CE 035 287

Kassabian, Naomi, Ed.
Transportation Education and Training: Meeting the Needs of the 1980s. Transportation Research Record 793.
National Academy of Sciences - National Research Council, Washington, D.C. Transportation Research Board.
PUB DATE- 81
AVAILABLE FROM- Transportation Research Board, National Academy of Sciences, 2101 Constitution Avenue, NW, Washington, DC 20418 ($4.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cooperative Programs; *Curriculum Development; *Educational Needs; *Educational Planning; *Educational Practices; Futures (of Society); Higher Education; Outreach Programs; Postsecondary Education; Program Effectiveness; Rail Transportation; Regional Planning; School Role; Statewide Planning; Student Certification; *Transportation; *Vocational Education
IDENTIFIERS- Highway Safety; *Transportation Education

This volume consists of nine papers dealing with transportation education and training in the 1980's. Contents of the volume are the following articles: "Development of a Unique Highway Safety Curriculum," by Larry E. Jones; "Railroad Engineering Education at the Undergraduate Level," by Richard G. McGinnis; "Cooperative Training Programs for Undergraduate Students," by C. S. Papacostas; "Overall Assessment of a Statewide Certificate Program in Transportation," by Louis M. Rea and James H. Banks; "Role of Outreach Activities in Transportation Education," by Robert P. Schmitt, Edward A. Beimborn, David Cyra, and Alan J. Horowitz; "Transportation Engineering and the University: Past, Present, and Future Challenges," by Roger P. Roess and Louis J. Pignataro; "Training of Transport Specialists," by K. W. Studnicki-Gizbert; "Who Reads the Transportation Planning Literature?" by Gerald S. Cohen, Frank McEvoy, and David T. Hartgen; and "State and Regional Roles in Public Surface Transportation: Education, Training, and Research Contribution of Universities," by Michael D. Meyer and Robert E. Paaswell. (MN)

ED 227 278 CE 035 307

Tipsord, Barbara; And Others

Consumer Education. Information Supplements for Physically Disabled Students. Teacher's Guide.

Illinois State Univ., Normal.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 82
CONTRACT- R-20-32-K-2107-137
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Budgeting; Clothing; *Consumer Education; *Daily Living Skills; Dining Facilities; Epilepsy; Food; Health Services; Hearing Impairments; *Homemaking Skills; Housing; Insurance; *Mainstreaming; Recreation; Transportation; Visual Impairments

This manual contains supplementary information for use by instructors who teach consumer education and resources management to physically handicapped students in regular classes. It is subdivided according to typical consumer education topics and handicapping conditions. Addressed in the individual sections of the manual are the folowing topics: the American economic system, consumer protection, legal rights of consumers, budgeting, housing, transportation, clothing, food shopping and selection, food preparation, restaurant utilization, insurance, social security, and recreation. Each chapter contains information geared to individuals with one or more of the following disabilities: physical disabilities, epilepsy, mobility impairments, visual impairments, and hearing impairments. Appended to the guide are a housing accessibility checklist, sample letters of eligibility to travel, a literature review, and a list of resources. (MN)

ED 227 294 CE 035 327

Drewes, Donald W.
Planning the Apprenticeship Program. Instructor Training Module #2.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Curriculum Development; *Educational Objectives; Educational Planning; Inservice Teacher Education; *Job Analysis; *Job Training; Learning Modules; Postsecondary Education; *Program Development; Program Improvement; Technological Advancement

Part of a series of instructor training modules on related subjects instruction, this booklet deals with planning the apprenticeship program. The first section consists of an outline of the content and scope of the instructor modules as well as a self-assessment pretest. Covered in the module are the following topics: conducting occupational analyses to determine needs for, support for, and general content of the program; establishing goals and objectives for the apprenticeship program; and incorporating ideas that facilitate the upgrading of the program to keep current with the new technology, new training ideas, and changes occurring in the occupation. Each chapter contains an introduction and objectives, instructional text, an example, additional information, and self-test exercises. Appended to the booklet are answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 309 CE 035 344

McKinney, Floyd L.; Fornash, Patricia
Selected Evidence Supporting or Rejecting Eighteen Outcomes for Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Needs; *Educational Objectives; *Educational Policy; *Evaluation Criteria; Federal Legislation; Futures (of Society); Labor Market; Labor Needs; *Outcomes of Education; Policy Formation; Postsecondary Education; Program Development; *Program Effectiveness; Program Evaluation; Program Improvement; Public Policy; Research Problems; Secondary Education; State Legislation; *Vocational Education

This study was conducted to identify outcomes and to produce information to support them for vocational education selected from the myriad of outcomes ascribed to it by various publics. From a list of 252 outcome questions, the project staff, selected personnel from the National Center for Research in Vocational Education, and vocational educators identified 18 outcomes on the basis of their historic importance, contribution to individuals, contribution to the improvement of social relations, contribution to the production, development and management of material wealth, and likely importance in the future. Then, six experts in the fields of history, philosophy, psychology, sociology, economics, and futurism wrote papers that supported or rejected each of the 18 outcomes. On the basis of evidence presented in the papers, the following outcomes are supported for vocational education: upgraded occupational competencies, acquisition of useful occupational skills, retrained workers, development of safe work habits, and satisfactoriness to employers. The following outcomes are not strongly supported: increased job satisfaction, increased potential for entrepreneurship, increased awareness of need for basic academic skills, and placement in jobs related to training. Finally, these outcomes are not supported at all by the papers: enhanced leadership capabilities, positive work attitudes, motivation for achievement, trained workers for labor market needs, improved quality of work, enhanced job advancement, increased productivity, reduced dropout rate, and increased earnings. The study has implications for federal and state legislation concerning outcomes for vocational education programs. (KC)

ED 227 351 CE 035 453

Personal Health in Today's World. A High School Course Developed Especially for VESS Students. Vocational Education for Special Students.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Community Colleges; Course Content; Curriculum Guides; *Disabilities; *Disadvantaged; Educational Resources; Health; *Health Education; High Schools; Individual Instruction; Job Skills; *Learning Activities; *Special Education; Two Year Colleges; Units of Study; Vocational Education; Work Experience Programs

IDENTIFIERS- Vocational Education for Special Students Program

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve those handicapped or disadvantaged students who need an alternative form of an academic curriculum to complete their local high school program. The course is to be taught in conjunction with a vocational education work experience program developed in cooperation with a local community college. This personal health curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and 14 course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. A bibliography completes the package. (KC)

ED 227 365 CE 035 498

Bragg, Debra D.; And Others
The Impact of Selected Research and Development Projects on Vocational Education for Handicapped Learners.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; Daily Living Skills; Demonstration Programs; *Disabilities; *Educational Research; Employment Potential; Individualized Education Programs; Information Utilization; Job Placement; Job Skills; Linking Agents; Mainstreaming; National Programs; Policy Formation; Postsecondary Education; Program Development; *Program Improvement; Questionnaires; Research Projects; *Research Utilization; Secondary Education; *Special Education; State Programs; Surveys; Use Studies; *Vocational Education; Vocational Rehabilitation

A study examined the distribution, use, and effects of 30 research and development products to improve vocational education for handicapped learners. These research and development efforts were studied through a mail survey returned from 321 respondents, telephone interviews with 100 respondents, and case studies of seven sites where these products had been used in an exemplary manner. Across the sites, 284 personal interviews were conducted. Overall, the study indicated that state and national research has had positive effects on vocational education programs for handicapped learners. The primary uses of the publications studied were in workshops or college classrooms, as professional references, in secondary classrooms, and for teacher inservices. Among the effects of these research products on vocational education were the following: increased participation of handicapped students in vocational education, more relevant individualized education programs (IEP's), improved curricula for handicapped learners, and strengthened linkages between vocational and special education. In addition, the research products were reported to have helped handicapped learners by increasing their participation in work experiences while in school, by expanding their awareness of career possibilities, and by improving their self-esteem and employability skills. (MN)

ED 227 426 CG 016 559

Kirk, Raymond J.; Barton, H. David
Alternative Work Schedules in Office and Nonoffice Work Settings.
Office of Personnel Management, Washington, D.C.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Employees; *Flexible Working Hours; Job Satisfaction; Leaves of Absence; Office Occupations; Organizational Effectiveness; *Productivity; *Program Effectiveness; Work Attitudes; *Work Environment

A rapidly growing change in the workplace is the replacement of a fixed work schedule with a variety of alternative work schedules (AWS), including both flexible and compressed schedules. Experimenting organizations (N=901) evaluated one of four major categories of AWS in office and nonoffice settings, i.e., a flexible 8-hour day; flexible-variable hour day which allows employees to vary length of work day as well as arrival and departure times; four 10-hour days (4-10); and 5-4/9 in which an employee works eight 9-hour days and one 8-hour day in a biweekly pay period. Each group completed questionnaires summarizing the results of their AWS experiments. Analyses of questionnaire responses in three categories (productive, overall success or failure, and use of short term sick and vacation time) showed that a majority of all experiments were judged successful. Office and non-office settings showed little difference except for the 5-4/9, which was least successful in office settings. The two compressed schedules had more failure than the two flexible types. Reduction in short term leave use was reported for all schedule types. Approximately 40-50% of the experiments reported increases in productivity, and 5-10% reported decreases. Compressed schedules in office settings were most likely to produce decreases. Results suggest that compressed work schedules are more sensitive to the work setting but the AWS does have positive effects for most types of organizations. (MCF)

ED 227 532 CS 504 142

Piland, Richard N.
Public Relations: A Speech Communication Map of the Territory.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Curriculum Development; Education Work Relationship; Higher Education; *Interdisciplinary Approach; *Public Relations; *Speech Communication

The speech communication discipline is an excellent base for public relations education. Public relations is the communication of information or persuasive messages designed to integrate or adapt social institutions to the needs of people. Common functional categories of public relations activity run through virtually all public relations efforts. Most of these stress communication skills, falling into one of two recurring divisions: communication policy decisions or communication activity. Generally, public relations educaton takes place in journalism or mass communication departments of liberal arts colleges, communication departments, or management or marketing departments of business schools. Today the trend is away from journalism toward interdisciplinary programs emphasizing a broad-based social science orientation. A program based on a speech communication curriculum but drawing from 10 different disciplines and employing a public relations internship could give public relations students the functional, structural, and perceptual skills they need to be successful practitioners. (Tables of skills and the proposed curriculum are included.) (JL)

ED 227 625 EC 151 074

Zetlin, Andrea G.; And Others
The Meaning of Self-Concept in a Sheltered Workshop Population.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Adults; Behavior Patterns; Interaction; Interpersonal Relationship; *Mental Retardation; Peer Acceptance; *Self Concept; *Self Esteem; *Sheltered Workshops; Social Status

Systematic observations and ratings by self and others were part of an ethnographic approach to studying the self-concept of 48 severely to mildly mentally retarded adults in a sheltered workshop setting. Ss completed both the Self-Esteem Inventory for Adults and "The Way I Feel About Myself" Self-Concept Scale. Rehabilitation counselors completed behavior rating forms, and Ss were observed during work performance and social interactions. Factor analysis and ethnographic observations identified four groups: elite (who have positive self-concept and maintenance of self-esteem through social conformity); socialites (who frequently use self-aggrandizement to present a highly positive self, which is unstable and vulnerable); loners (who have accurate and balanced self-concept sustained through self-esteem maintenance strategies based largely on independent judgment); and nonconformers (who are unhappy and lonely, with negative self-concepts and ineffective esteem-building strategies). However, self-report and staff ratings were only weakly related to observed behavior. Results further revealed that the domains represented in self-report and staff rating measures did not reflect Ss' major concerns. (CL)

ED 227 220 CE 033 231

Conrad, John P.; Cavros, Joann
Adult Offender Education Programs.
American Justice Inst., Sacramento, Calif.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Mar 81
CONTRACT- J-LEAA-013-78
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Adult Basic Education; Adults; *Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Criminals; *Models; Problems; *Program Effectiveness; Program Implementation
IDENTIFIERS- *Free Venture Program

Two of America's most serious problems--crime and illiteracy--converge in our prisons. The majority of prisoners have serious educational deficits. Although prison educational programs exist, they are often ineffective because of poor program development, lack of administrative support, or small numbers of prisoners served. One innovation in prison education is the Free Venture program, which may succeed in revitalizing prison industries and in turning prisoner idleness into productivity. Elements of the Free Venture model include the following: (1) workers should be exposed to a realistic work environment; (2) prisoners should partially reimburse the state for custody and welfare costs as well as make restitution payments to victims; (3) prisoners should gradually be prepared for release into the community; (4) there should be fixed responsibilities with financial incentives and penalties for job placement of prisoners upon release into the community; (5) prison industries should receive financial incentives for successfully reintegrating offenders into the community; and (6) prison industries should be self-supporting profit-making business operations. Seven states have undertaken the Free Venture plan with varying records of success and disappointment. Where the program has succeeded, its benefits are seen as fundamental changes in the nature of the prison community. (Besides an examination of the issues concerning prison education and an examination of some models of improved correctional education, this monograph contains an annotated bibliography on correctional education, keys to federal funding for education of adult offenders, and models of assessment instruments and school district legislation.) (KC)

ED 227 337 CE 035 429

Summary and Analysis of the Job Training Partnership Act of 1982 with Selected Provisions of Interest to Individuals and Groups Concerned about Employment and Training Opportunities for Women.

Women's Bureau (DOL), Washington, D.C.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Programs; Affirmative Action; American Indians; Delivery Systems; Disadvantaged; Economically Disadvantaged; *Educational Legislation; *Educational Opportunities; *Employment Opportunities; Employment Programs; Federal Aid; *Federal Legislation; Federal Programs; *Females; *Job Training; Migrant Workers; Minority Groups; School Districts; State Programs; Veterans Education; Youth Programs
IDENTIFIERS- Comprehensive Employment and Training Act; Displaced Workers; *Job Training Partnership Act 1982; Private Sector

This document consists of a summary and analysis of the Job Training Partnership Act (JTPA) of 1982 as well as an explanation of selected provisions of interest to individuals and groups concerned about employment and training opportunities for women. (Designed to replace the Comprehensive Employment and Training Act, the JTPA permanently authorizes job training programs for economically disadvantaged individuals and others who face serious barriers to employment.) Outlined first are the provisions contained in the five titles of the act as they pertain to state and local job training partnerships, training services for the disadvantaged, employment and training assistance for dislocated workers, federally administered programs, and miscellaneous provisions. The second half of the document examines various provisions of the act that are of particular relevance to employment and training opportunities for women, including the purpose of the act, authorization of appropriations, service delivery systems, additional state responsibilities, program requirements for service delivery systems, federal and fiscal administrative provisions, adult and youth programs, employment and training programs for migrant and seasonal farmworkers and for Native Americans, veterans' employment programs, national activities, labor market information, and training to fulfill affirmative action obligations. (MN)

ED 227 442 CS 007 014

Levine, Mary Ann; Singleton, Barbara A.
Alternative Approaches to the Assessment of Reading Attitude.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Elementary Secondary Education; Informal Assessment; Measurement Techniques; *Reading Attitudes; *Reading Research; *Research Methodology; *Research Needs; *Research Problems; Teacher Role
IDENTIFIERS- *Qualitative Research; *Quantitative Research

Qualitative research that takes into account children's views of themselves as well as their own assessments of their talents and capabilities in reading and other academic areas can enhance understandings already established in research and measured by standardized instruments. New avenues of qualitative research can prove amenable to assessing psychological and socioemotional characteristics of reading achievement. Overreliance on quantitative methods in assessing children's academic progress can result in a dehumanized, fragmented picture of the child. Qualitative research methods, on the other hand, can help solve the problems of analyzing the individual student in a holistic way and determining the teacher's role and importance in assessing his or her own students. The complexity of the child's reading attitudes and the obvious link with the child's individuality and personality necessitate the use of varied research methods. Possible qualitative research strategies that can be used for assessing attitudes toward reading include interviews with students, student logs, observation, teacher opinions, sociometric techniques, frequency counts of books read or checked out of the library, behavioral observations of facial expressions and nonverbal behaviors, and attitude scales. Quantitative and qualitative research techniques should be complementary rather than in opposition to or mutually exclusive of one another. (HOD)

Johnson, J. David; Tims, Albert R.
The Attitude of Mexican Elites toward Future Economic Relationships with the United States: A Study of Intercultural Perceptions.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; *Attitudes; *Communication Research; Goodness of Fit; *Intercultural Communication; International Relations; *Models; Occupational Clusters; *Predictive Validity; Predictor Variables; *Professional Occupations
IDENTIFIERS- *Mexico; *United States

A model was developed positing four factors as having a determinant influence on the desire of Mexicans for future economic relationships between their country and the United States. The factors, previously identified as occupying a central position in intercultural communication, are perceptions of shared interests, threats, homophily, and accuracy. The model was tested using data collected in a survey of 800 Mexicans identified as holding "elite" positions in three metropolitan areas. The subjects, business executives (for both Mexican-owned and American-owned companies), government officials, professors, secondary school teachers, mass media executives, university students, and labor leaders, were chosen because they could be expected to be influential in decisions affecting future relationships between their country and the United States. After having been gathered through personal interviews with the subjects, the data were submitted to LISTREL analysis, a path analysis technique involving multiple indicators of latent variables. The results were supportive of the model with an acceptable goodness of fit and with a high level of variance accounted for in the sole dependent variable. However, the results did indicate that the initial posited relationships among latent variables were more complex than first hypothesized. (Appendixes contain definitions for the elite occupations and operationalizations for the multiple indicators.) (FL)

ED 227 593 EA 015 518

Snyder, Karolyn J.; Johnson, William L.
Leadership Training for Administrators.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Role; Elementary Secondary Education; *Leadership Training; *Management Development; *Models; Needs Assessment; Occupational Information; *Principals; Questionnaires; School Effectiveness

Based on a systems approach to management and organization, the Instructional Leadership Model identifies leadership tasks in clusters under school planning, staff and program development, and evaluation. A summary of analysis of research on effective schooling characteristics and leadership tasks supports the model and provides parameters for defining the principal's role in instructional leadership for school productivity. The development of the Administrators-for-Change Training (ACT) instrument, designed for school districts to use in assessing the training needs of their principals in relation to instructional leadership tasks, is also discussed. From the instrument validation process it was learned that 185 administrators (70 percent of the administrative personnel) in the Fort Worth (Texas) School District wanted training, in terms of priority concerns, in the following areas: (1) teacher performance planning and evaluation; (2) clinical supervision and observation technology; (3) creative problem solving and communications; (4) planning as it links school goals with school activities, teacher performance and evaluation, and the management of goal attainment processes; and (5) personal awareness as it relates personal style to effective leadership performance. Two versions of the ACT instrument are included. (MLF)

ED 227 249 CE 035 263

Novick, Bernard

Vocational Education Administrators Management Training Program Phase III.

Educational Improvement Center-Central, Princeton, NJ.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Administrative Principles; *Creativity; Inservice Teacher Education; Job Skills; *Management Development; Meetings; *Problem Solving; Professional Continuing Education; Staff Meetings; *Teamwork; Vocational Directors; *Vocational Education
IDENTIFIERS- *Managerial Skills

These learning modules are part of a series of instructional materials designed for use by trainers working with vocational middle-level managers interested in improving their managerial skills. Addressed in the individual modules are the following topics: conducting problem-solving meetings, expanding creativity, and team building. Each module contains a module overview, a primary goal, sub-goals with accompanying unit objectives and suggested activities, related materials and resources, and a bibliography. Included among the types of instructional materials provided in the modules are lists of tasks that must be mastered in order to execute the managerial practice under examination, guidelines for completing the individual tasks, lectures, transparency masters, and an evaluation instrument. (MN)

ED 227 295 CE 035 328

Rice, Eric
Planning Related Subjects Instruction. Instructor Training Module #3.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Apprenticeships; *Behavioral Objectives; *Curriculum Development; Educational Planning; Inservice Teacher Education; *Instructional Development; Instructional Materials; *Learning Activities; Learning Modules; Postsecondary Education; *Program Development; Standards

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with planning related subjects instruction. The first chapter consists of an outline of the content and scope of the instructor training modules as well as a self-assessment pretest. Covered in the module are identifying specific knowledges, skills, and attitudes for inclusion in related subjects; establishing standards for successful performance; and providing for appropriate use and a variety of instructional time, activities, and materials. Each chapter contains some or all of the following: an introduction and objectives, instructional text, an example, additional information, and self-test exercises. Appended to the booklet are answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 323 CE 035 402

High School Labor Studies. A Cooperative Effort for the Familiarization of High School Students with the World of Work.
United Auto Workers, Detroit, MI.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Attitude Measures; *Career Education; *Cooperative Programs; Females; Guidelines; High School Students; Labor Force; *Labor Relations; Minority Groups; Occupational Safety and Health; Questionnaires; Secondary Education; Union Members; *Unions; *Work Environment
IDENTIFIERS- *High School Labor Studies Program; *Labor Studies; United Auto Workers

This teaching outline is designed for use by speakers involved in the High School Labor Studies Program, a 10-session cooperative program developed by the United Auto Workers and designed to familiarize high school students with the world of work. Covered in the individual sections are the following topics: the early days of the labor movement, recent labor history, the high school student and the world of work, union structure, the duty of fair representation and internal appeals procedures, the quality of work life, occupational health and safety, the role of women and minorities in the world of work, and labor's role in the community. Each section contains some or all of the following: detailed instructions for conducting the session, discussion questions and possible answers, and an instructional text. A questionnaire designed to measure student attitudes toward labor unions is provided along with union answers to the questions and rationales behind the answers. (MN)

McDonald, Charles H.
A Validation of Cognitive Evaluation Theory.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Measurement; Comparative Testing; Compensation (Remuneration); Competence; Feedback; High Schools; High School Students; *Motivation Techniques; *Rewards
IDENTIFIERS- *Intrinsic Motivation; Praise

The role of money and other types of feedback on motivation to do a task or job has long been of interest to managers in business. To examine Deci's hypothesis concerning the effects of contingent rewards on intrinsic task interest, 42 high school students worked puzzles involving the solution of mazes and anagrams. Competence in task was made salient by verbal praise in one condition, while in another verbal praise was used to recognize the obligatory nature of the task performance. In a third condition various monetary rewards were given as tasks were performed to make salient "above average competence," and in the fourth condition students were told they would receive one dollar for helping with the experiment. Optional puzzle items could be completed after the experiment. Students in the verbal praise for competence condition reported significantly higher task interest than those in the verbal feedback obligation or monetary payment for obligation students. The findings suggest that verbal praise for competence can be highly effective. (Author/JAC)

Davis, Donald D.
Primary Prevention through Organizational Change: Improving Program Evaluation Practices.
SPONS. AGENCY- Michigan State Office of Services to the Aging, Lansing.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Delivery Systems; *Evaluation Methods; Human Services; Older Adults; *Organizational Change; *Participative Decision Making; *Program Evaluation; Program Improvement; Workshops
IDENTIFIERS- *Goal Setting

While efforts directed toward aiding the individual elderly will continue to be necessary, the widening gap between seniors' needs and available resources requires broader based interventions at the organizational level. In order to move such organizations to adopt program evaluation as a technique for improving organizational effectiveness, a longitudinal field experiment was designed to change the program evaluation practices of organizations providing service to the elderly in three regions in Michigan. Agencies (N=43) participated in a workshop designed to disseminate knowledge of program evaluation methods and were subsequently assigned to a consultation intervention or a control group. The consultation intervention consisted of six, weekly consultation sessions of two and one half hours each, focusing on goal setting techniques. Scores from workshop participants and others were combined to provide a single organization score. Analyses of responses showed strong support for the consultation intervention, with participants in consultation reporting greater rates of program evaluation activities. The findings suggest that the provision of workshops, the method of choice for changing practices in human service organizations, may not be as effective as participative goal-setting. (MCF)

ED 227 411 CG 016 544

Mausner, Bernard; And Others
Videotaped Interactions between Fathers and Adolescent Boys or Girls as a Source for Achieving Behavior.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 82
GRANT- NSF-DAR-7923155
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Adolescents; *Fathers; Fear of Success; *Parent Child Relationship; *Parent Influence; Problem Solving; *Sex Differences; Sex Role; Socialization; Student Motivation; Videotape Recordings

Given the evidence that many women do pursue achievement successfully, the position that biology requires women to avoid success is unconvincing. Possible sources for the factors that generate avoidance of success include the influence of society, peers, and the family. In a search for sources of achieving behavior, 50 pairs of fathers and children, 26 with daughters and 24 with sons, were videotaped as they were engaged in working on three tasks: Raven Progressive Matrices, Blindfold-Building a Tower of Blocks, and Anagrams. Videotape records were subjected to content analysis. Factor analyzed variables successfully differentiated fathers' behavior towards boys and girls, with 6 of 12 variables in a discriminant function analysis being significant. Fathers demonstrated a close working relationship with boys, but not with girls, as indicated by latencies, kinds of criticism, and emphasis on reasoning. Academic achievement was significantly related to several aspects of fathers' behavior. (Author/JAC)

ED 227 457 CS 007 033

Saunders, Russell W., Jr.
A Modified Impress Method for Beginning Readers.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Beginning Reading; *Folk Culture; Grade 1; Integrated Activities; *Literature Appreciation; *Multisensory Learning; *Oral Reading; Primary Education; Program Descriptions; *Reading Programs; Reading Skills; Self Concept; Student Motivation; Teaching Methods; Word Recognition
IDENTIFIERS- *Impress Method

A modified impress approach to teaching reading has been successfully used in a program involving first grade students. The program was multisensory and included aural, oral, visual, and kinesthetic learning experiences gained through listening group discussions, dramatic play, art activities, audience reading, and recorded oral reading. These activities were used to teach visual and auditory skills for reading readiness, word recognition, comprehension, oral and silent reading, and appreciation for literature. Inspiration for choice of materials was drawn from assertions about the contributions of folk tales and fairy tales to the psychological and emotional well-being of children. The program consisted of six basic steps designed to do the following: (1) pique the interests of children in traditional literature by the use of adult oral models; (2) assist auditory recall by reading materials that conform to an ideal schema in repetitive and cumulative patterns; (3) promote improvements in visual discrimination and visual memory with multisensory methods; (4) increase feelings of self-confidence and heighten motivation; and (5) prepare the children to read independently. Testing and retesting of the children showed improvements in their self-concepts as well as effective use of context clues when attacking words. One striking feature was the reduced incidence of needed help with phonics. On the negative side, some children presented a condition of "information overload," represented by their inability to remember repetitive passages, their inability to sustain visual attention, and auditory distractibility during oral taping sessions. (HOD)

ED 227 472 CS 007 053

Yaden, David B., Jr.
A Categorization of Two Children's Questions about Print as They Learn to Read: A Case Study.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Child Language; *Cognitive Processes; Early Childhood Education; *Early Reading; Learning Theories; *Parent Role; Reading Instruction; Reading Readiness; *Reading Research
IDENTIFIERS- *Print Awareness; *Questions

A study investigated the kinds of questions children ask as they encounter written language. Data were gathered over a 7-month period for two boys, one approximately 4, the other approximately 2 years of age. Two types of observation sessions were used: formal story reading times that were audiorecorded, and informal situations where the children's questions about print in the environment were noted in a log. Analysis of data revealed that the two children spontaneously inquired about the sounds and meanings of words, the content of stories, and the actions and motivations of characters in the stories. Questions about characters constituted the largest category for both children, comprising about 30% of the older boy's and 70% of the younger one's questions. Neither child asked consistently about the sounds or names of letters. Overall, the findings indicate that even at age 2, children ask a variety of specific questions about print. These results support previous research suggesting that story book reading is a highly effective channel of information for a child. The results further indicate that reading teachers should not restrict children's opportunities to ask questions about written language. (Sample log sheets and excerpts from transcripts of formal observations are appended.) (FL)

ED 227 487 CS 207 387

Applebee, Arthur N.
Learning to Write in the Secondary School. Final Report.
Stanford Univ., Calif. School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
GRANT- NIE-G-80-0156
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiences; Case Studies; *Content Area Writing; High Schools; High School Students; *Instructional Improvement; *Revision (Written Composition); Student Characteristics; Student Development; Textbook Content; Textbook Research; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Research; *Writing Skills

Focusing on the development of students' writing skills and on the instructional techniques used to promote those skills, this report relates the findings of the second phase of the National Study of Writing in the Secondary School. In addition to further analysis of data collected during the first phase of the study, the report provides descriptions of two new undertakings--a study of textbooks in a variety of subject areas and case studies of the writing development of 15 students over a 16-month period. Chapter one provides an overview of the entire study, while chapter two concentrates on the textbook analysis and the case studies. Chapter three deals specifically with the writing activities found in the textbooks, and chapter four provides a detailed examination of the students involved in the case studies. Chapters five and six examine the writing of the students closely, focusing on the organizational patterns they are mastering. Chapters seven and eight concentrate on the varying approaches the students took to their writing tasks, as reflected in their conversations with researchers and in their drafts. Chapters nine and ten address both the link between the problems students have in writing and the extent of their knowledge about the topics they deal with and the role of writing as an aid to learning in the content areas. The final chapter suggests a framework and direction for reforming the teaching of writing. (Appendixes contain instruments used in the study.) (JL)

ED 227 610 EC 151 051

Stein, Laszlo; Pien, Diana
A Model Program for Hearing-Handicapped Infants Providing Medical, Academic, and Psychological Services (HI-MAPS). Final Report, July 1979-June 1982.
Michael Reese Hospital and Medical Center, Chicago, Ill.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 30 Sep 82
GRANT- G007900505
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Achievement; Counseling; *Delivery Systems; *Demonstration Programs; *Hearing Impairments; Interdisciplinary Approach; *Intervention; Medical Services; *Parent Education; Preschool Education; Program Descriptions; Sign Language

The document contains the final report of the HI-MAPS project, designed to develop a model program that would meet the medical, academic, and psychological needs of young hearing handicapped children, birth to 3 years, and their families in Chicago. An introductory section reviews project rationale, project philosophy, and overall project goals. Section II describes the following HI-MAPS services: educational services, sign language/communication classes for families, parent counseling, and medical and audiological services/consultation. A third section outlines characteristics of the population served. Section IV discusses other services, such as the provision of educational lectures and written materials, referral, follow-up, and special activities. Among conclusions noted from child evaluation (Section V) is that children have made progress in developing effective communication systems including a formal linguistic system based on sign language. Section VI mentions demonstration and dissemination activities; Section VII outlines program development and administration. Conclusions are reviewed briefly in the final section. Appendixes include sample forms, information sheets, and evaluation instruments. (SW)

ED 227 626 EC 151 075

Pullin, Diana
Special Education: A Manual for Advocates. Volume I.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
SPONS. AGENCY- Legal Services Corp., Washington, D.C.
PUB DATE- Jun 82
AVAILABLE FROM- Center for Law and Education, Inc. Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($25.00 for 2 volumes, $2.50 postage).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Child Advocacy; Compliance (Legal); *Disabilities; Elementary Secondary Education; *Federal Legislation; Individualized Education Programs; *Special Education; Student Evaluation; Student Placement

The volume is designed to help attorneys, paralegals, and other interested persons to act as advocates for handicapped children. The first chapter provides an overview of federal laws concerning the education of the handicapped (including provisions in the constitution). Chapter 2 lists characteristics and needs of mental retardation, hearing impairments, speech impairments, specific learning disabilities, visual impairment, emotional disturbances, health impairments, orthopedic or physical impairments, multiple handicapping conditions, and developmental disabilities. Chapter 3 focuses on educational evaluation, including sections on procedural protections, student information, specific types of tests, and bias in evaluation. Placement and programming aspects, such as individualized education programs, least restrictive environment, and related services are considered in chapter 4. A final chapter details administrative hearings and appeals. Case summaries on such topics as damages/immunity, residence, priorities, and timelines for service are included in the extensive appendixes along with Federal Statutes and regulations concerning handicapped children. (CL)

ED 227 352 CE 035 454

The Community: The Vital Component. A Guide for Community Participants. Vocational Education for Special Students.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Business Responsibility; Community Colleges; Community Cooperation; Competency Based Education; *Cooperative Programs; *Disabilities; *Disadvantaged; Education Work Relationship; Guidelines; High Schools; Job Skills; Mainstreaming; Program Development; Remedial Instruction; Remedial Programs; School Business Relationship; *Special Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Vocational Education for Special Students Program

This guide explains to community and business persons what Vocational Education for Special Students (VESS) programs are and what they will be expected to do as participants in the programs. The guide provides an overview of VESS, which is aimed at providing job skills to disadvantaged and handicapped students through a community college/cooperative education program. It then presents in short summary format the major items that a business person who provides a cooperative work experience for such students needs to know. Topics covered include the following: the role of the training sponsor; roles of various personnel involved; establishment of the program, including the training agreement, insurance, the training plan, and certificates; how to function as a training representative; what students are like; the value of the program; and legal issues, such as the Fair Labor Standards Act and safety. An interview with a training representative is provided to give employers insight into the daily activities of the training representative and the students. (KC)

ED 227 502 CS 207 406

Meers, Betty White
Writing: Its Relationship to Ego Development.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; Individual Development; *Personality Development; *Self Concept; *Student Development; Therapy; *Writing Apprehension; *Writing Processes; *Writing Research

Personality theory stresses the importance of communion with self to personal development. Since writing is a form of communion with self, researchers have begun looking for measurable differences in the personality development of writers and nonwriters. Several experiments have tended to confirm that writing has the potential to effect positive personality growth. There is also some experimental evidence that writing can be used as a therapeutic tool. Furthermore, just as studies have linked writing with personality growth and higher levels of identity status, a study has indicated that the obverse is also true: writing apprehension precludes the gains to be derived from communing with self through writing. (JL)

ED 227 533 CS 504 143

Lance, Elizabeth P.
Public Relations and Interpersonal Communication.

PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communication (Thought Transfer); Higher Education; *Interpersonal Communication; Job Skills; Organizational Communication; Persuasive Discourse; *Public Relations

Despite a lack of consensus on theoretical perspectives on public relations and variations in the ways it and interpersonal communication are defined, public relations may be related to interpersonal communication in three ways: (1) it is two-way communication, (2) it is personal, and (3) it is relational. Even in activities having the highest persuasive purposes, such as managing social, economic, and political issues, public relations focusses on two-way communication. Interpersonal communication explains this two-way communication. Public relations functions are also psychological rather than social, and personal rather than impersonal. Public relations practitioners act as "linking pins," individuals occupying positions both in the organization and in some external system. This idea needs further consideration on the interpersonal communication level. Finally, public relations is relational. This means that as interpersonal communication it provides information between communicants beyond content. (JL)

ED 227 579 EA 015 502

Norris, Carol A.; Peebles, Shirley M.

Off Campus Suspensions and Cost to District: Five Year Summary, 1980-81. Research Services Report No. 55:08:81/82:004.

Phoenix Union High School District, Ariz. Research Services.

PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Costs; Discipline; High Schools; High School Students; *School Statistics; *Suspension; Tables (Data)
IDENTIFIERS- *Phoenix Union High School District AZ

This special report consists of eight tables providing data on student suspensions in the Phoenix (Arizona) Union High School District from the 1975-76 school year through the 1980-81 school year. The first table shows the number of students suspended in each of the district's 13 secondary programs, by grade and student ethnicity. The second and third tables show the number of suspensions on and off campus for each school. The fourth table displays the percentage of students suspended at each school in each of the years reported. The cost of off-campus suspensions is detailed in the fifth table. Districtwide suspension percentages and costs are shown graphically in the sixth and seventh displays. The eighth table presents figures on those students not suspended. (PGD)

ED 227 264 CE 035 288

Lewis, Michael John; And Others
Training Parents in Career Education.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Apr 81
GRANT- CAN-78-2002305; G007801634
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Guides; *Career Education; *Curriculum Development; *Disabilities; Elementary Secondary Education; Guidelines; Instructional Materials; *Parent Education; Parent Participation; *Parent Workshops; Postsecondary Education; Program Administration; *Program Development; Student Participation

This manual on training parents in career education contains information that was obtained from a project during which staff from Teachers College of Columbia University provided formal training in career education for parents of handicapped children and youth. Following a description of the Parent Training Project in Career Education, various administrative factors that affected the viability of the project are discussed, including the network of communication, administrative style and project support, active administrative support and parent involvement, school staff and project support, parent participation, and student participation. Examined in a discussion of the parent training curriculum are the structure of parent workshops and the content of the preservice training curriculum. Various sample parent-training activities are provided, including handouts, questionnaires, group and individual activities, simulations, checklists, and worksheets. Also included in the manual are a 10-page bibliography on career education and bibliographies on parent training and values clarification. (MN)

Ham, Tom L.
CHOICES: Evaluation and Analysis of Effect on Career Concerns.
PUB DATE- Dec 82
AVAILABLE FROM- Career Planning and Placement Center, 110 Noyes Bldg., University of Missouri-Columbia, Columbia, MO 65211 ($.75; 5 or more copies--$.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; *Career Development; Career Exploration; Career Planning; *College Freshmen; College Students; *Computer Oriented Programs; *Decision Making; Higher Education; Interest Inventories; Occupational Aspiration; Occupational Information; *Program Effectiveness; Program Evaluation; Research Methodology; Self Evaluation (Individuals); Vocational Interests
IDENTIFIERS- University of Missouri Columbia

Participants in CHOICES, a computerized career information program, were 40 female and 9 male freshmen psychology students at the University of Missouri at Columbia. After 4 weeks of program work, a questionnaire to assess a broad range of career-related concerns was administered to the participants and to a quasi-control group of 19 female and 7 male students who had not participated in the program. The goal of the study was to analyze the effect of CHOICES on perceived career concerns of the students and to evaluate user response to the system. Analysis of questionnaire findings and student comments showed that, overall, students reacted positively to their experiences. Gaining self-information and career information were rated more highly than assistance with decision making. This indicates the use of CHOICES for those students in the developmental stage called "exploration." The use of CHOICES resulted in a reduced degree of career concerns in a group reporting a high level of career anxiety. Perhaps reflective of economic conditions, students are eager for career information. The computer allows an interesting and non-threatening outlet for the expression of career-related uncertainty. Responses indicated that students do not walk away from CHOICES with a "magic answer" but report a moderation of concern on variables relating to self-information, career exploration, marketability, motivation, and decision making. (KC)

ED 227 366 CE 035 499

Malak, Sharon; And Others
Exemplary Programs and Practices in Vocational Education for Learners with Special Needs. Research and Development Series No. 156.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- 79
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Correctional Education; Disabilities; Disadvantaged Youth; *Educational Needs; English (Second Language); *Exceptional Persons; Gifted; Mainstreaming; Migrant Education; Minority Groups; Needs Assessment; Outcomes of Education; Postsecondary Education; *Program Descriptions; Program Development; Program Effectiveness; *Program Implementation; Secondary Education; Special Education; Special Programs; *Teaching Methods; *Vocational Education

This study was designed to identify and document programs and practices that demonstrated responsible success with special needs students in the areas of assessment, prevocational training, support services, coping skills, counseling, basic educational skills, and job placement. Data were obtained from more than 121 programs and from 16 visited sites. The programs were identified by state personnel, technical panel members, consultants, practitioners in the field, a review of the litearture, and staff of the National Center for Research in Vocational Education. Educational need areas of the special students in these programs were identified as adequate assessment of interests and abilities, personal coping and communication skills, remedial basic education skills, special prevocational training, and supplemental support services. The major strengths of the programs were found in the kinds of practitioner interventions that correspond to the critical needs areas. The major interventions were the use of the following: (1) diagnostic tools; (2) activities to aid students in coping with interpersonal and economic problems; (3) individualized, self-paced remedial education in basic skills; (4) activities to increase occupational awareness and increase opportunities for work experience; and (5) supportive services. The study can serve as a basis for the development of preservice and inservice training materials for vocational teachers, counselors, and administrators. (Author/KC)

ED 227 427 CG 016 560

Christiansen, Bruce; Goldman, Mark S.

Adolescent Alcohol Expectancies: Their Origin and Relationship to Drinking Styles.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; Age Differences; Alcoholic Beverages; *Behavior Patterns; Cognitive Processes; *Drinking; *Expectation; Pharmacology; *Predictor Variables; Secondary Education; Socialization

Experimental research has firmly established the role of expectancies in determining the behavioral consequences of alcohol consumption. To ascertain whether these alcohol expectancies derive from direct pharmacological experience with alcohol or from nonpharmacological, social-learning factors, an adolescent expectancy questionnaire was constructed for use with adolescents aged 12-19. Adolescents (N=1,580), making the transition from nondrinking to regular alcohol consumption, completed the 139 item true-false questionnaire and survey of the parameters of their drinking behavior. Age-stratified factor analyses showed seven cognitive alcohol expectancies which existed prior to substantial drinking experience but which changed with increases in age and drinking experience. The findings suggest that the causal relationships between cognitive expectations and drinking behavior are not as simple as cause and effect. Expectancy scales may prove to be a useful assessment technique and aid in the development of early prevention/intervention strategies. (PAS)

ED 227 221 CE 033 958

Lefkowitz, Bernard
Jobs for Youth: What We Have Learned. A Report from the Field.
Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Demonstration Programs; *Disadvantaged Youth; *Employment Programs; Federal Aid; Federal Legislation; Federal Programs; Interviews; Job Development; Job Skills; *Job Training; Out of School Youth; Program Effectiveness; Program Evaluation; Secondary Education; Standards; Surveys; Unemployment; Vocational Education; *Youth Employment; *Youth Programs

During January, February, and March 1982, 283 people in 17 cities were interviewed regarding those strategies and policies designed to provide access to employment for disadvantaged youth that should be preserved, changed, or rejected. Participants included program operators and practitioners, program participants, elected and appointed officials, employers, journalists, educators, representatives of community organizations, and "informed observers." Almost 70 percent said funds should go to out-of-school youth. Over 85 percent supported elimination of minimum-wage allowances in classroom programs even if funding is increased. A majority said training programs should be evaluated on the basis of how many participants improved their educational status, were certified as employable, or found unsubsidized employment. There was wide support for a more comprehensive testing and assessment system at program intake. A majority said a more comprehensive long-term approach to training that combines basic education, attitude change, skills development, and on-the-job counseling is required to reduce youth unemployment. Principles for operating effective training programs included strict attendance and competency standards as well as simulation of a work environment, a low supervisor-to-trainee ratio in hands-on training, and private sector involvement in establishing job readiness standards. Most agreed not enough job openings exist. (YLB)

Lane, Martha A.
Emergency English. A Handbook for Tutors of Non-English Speaking Students.
REPORT NO.- ISBN-0-8403-2755-2
PUB DATE- 82
AVAILABLE FROM- Lutheran Church Women, 2900 Queen Lane, Philadelphia, PA 19129 ($4.00, plus 7% postage and handling on orders not prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Basic Education; Adult Education; Adult Literacy; Basic Skills; Basic Vocabulary; *Daily Living Skills; *English (Second Language); Guidelines; *Learning Activities; Lesson Plans; Literacy Education; *Reading Instruction; Teaching Methods; Vocabulary Development; Workbooks; *Writing Instruction

This teacher's guide contains suggestions and lessons for teaching reading and writing to North American adults learning English as a second language. It can also be used to help English-speaking adults gain literacy skills. The guide introduces tutors to teaching "emergency English"--essential vocabulary and conversations (dialogues) on day-to-day topics that newcomers will find immediately helpful. The guide contains six chapters. The first chapter explains the role of the tutor and provides tutoring hints, while chapter 2 provides background information on the English language. In chapters 3 and 4, the tutor is taken step-by-step through the processes of teaching and writing a lesson, while chapter 5 contains 25 lesson outlines. These outlines cover teaching everyday living skills including foods, telling time, money, shopping, cooking, calendars, families, measuring, maps, transportation, asking questions, using the telephone, household items, mail, describing people, personal health, clothing, jobs, checks and money orders, housing, paying bills, and the seasons. Drills and exercises are included in the lessons. The final chapter of the guide contains 50 lessons on pronunciation of the sounds of English. Appendixes to the guide provide a lesson plan worksheet and a bibliography. (This teaching guide is designed to be used with the student Emergency English Workbook.) (KC)

ED 227 250 CE 035 265

State and Local Expenditures for Vocational Education Continue Steep Decline. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-83-310b
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Adult Education; Disabilities; Disadvantaged; *Educational Finance; *Federal Aid; *Financial Support; Limited English Speaking; Postsecondary Education; *School Districts; Secondary Education; *State Aid; *Vocational Education

This bulletin contains data describing the ratio of non-federal to federal dollars spent in 1980-81 for programs administered under the Vocational Education Act (VEA). It consists of a broad overview of trends pertaining to state and local expenditures for vocational education, technical notes and definitions, two charts, and five tables. Covered in the individual charts and tables are the following topics: the ratio of non-federal dollars spent under the VEA for the school years from 1971-72 through 1980-81; federal and non-federal expenditures during the same period; VEA expenditures by legislative section and source of funds; VEA expenditures for national priority programs (programs for handicapped persons, disadvantaged individuals, those with limited English proficiency, adults, and individuals studying at the postsecondary level); yearly expenditures and percent of federal funds authorized, by grant year and by National Priority Programs; and VEA expenditures, by program type, source of funds, and state or outlying area. (MN)

ED 227 310 CE 035 346

Lewis, Morgan V.; And Others
High School Work Experience and Its Effects.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cooperative Education; Cooperative Programs; *Education Work Relationship; High Schools; *High School Students; *Outcomes of Education; *Participant Characteristics; Part Time Employment; *Student Employment; Vocational Education; *Work Experience; Work Experience Programs; Working Hours

This study was conducted to describe the work experience being obtained by high school students and to relate that to educational and labor market outcomes. A special emphasis of the study was to determine if school supervision or monitoring has any apparent influence on the nature or outcomes of work experience. Data for the study were obtained from the National Longitudinal Surveys of Labor Market Experience, New Youth Cohort, and from high school transcripts. The study found that about two-thirds of all students held jobs while in high school, most of which they obtained on their own. Although most of these jobs were at low skill levels--such as in-service, labor, or clerical occupations--jobs that were school supervised as well as jobs held by students with concentrated patterns of participation in vocational courses were usually at higher skill levels, especially for women. Through regression analysis, it was determined that work experience has either no effect or a slightly positive effect on grades. It was also found that there was some tendency for young people with part-time jobs in high school to have more school problems or delinquent behavior. Although work experience did not yield a consistent pattern of relationships with post-high school earnings, it did contribute to higher rates of employment for graduates. The study concluded that school supervision of work experience appears to achieve some equity for minorities and females as well as some training objectives. Recommendations were made to continue to emphasize work-study programs and for schools to use work experience to enhance students' education. (KC)

ED 227 380 CG 016 508

Bendat, William; And Others
Facilitator's Guide and Participant's Guide. 1982. Moorpark College Statewide Career Training Project.
Moorpark Coll., Calif.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Counseling; Community Colleges; Counselor Role; Counselor Training; Inservice Education; *Professional Development; Program Development; Program Guides; *School Counselors; Student Personnel Services; Teamwork; Two Year Colleges; Workshops

This guide outlines a workshop that was designed to improve the skills of community college career counselors. The eight workshop sessions address issues identified in a 1981 survey of five community colleges and include: defining the counselor's role; multi-cultural counseling; tools, technologies, and assessments; counselor revitalization and counselor liaisons; apprenticeships and job futures: sources of funding; and team planning. Each session is organized around a goal statement, specific objectives, and content areas. Lecture materials, materials for overhead transparencies, small and large group exercises, and handouts are provided from each session. An extensive resource list (materials originally used in the workshop exhibit area) is included covering such topics as needs assessments, career instruments and assessments, special populations, and state and national resource agencies. An appendix provides a listing of special project proposals (1981-82) and special projects funded (1980-81). The participant's guide is also included. (MCF)

ED 227 443 CS 007 019

True, Judith Napier; Benton, Sidney E.
A Survey of Selected Reading Practices and Inservice Needs in Georgia Schools.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Class Organization; Classroom Techniques; *Educational Needs; Educational Research; Higher Education; *Inservice Teacher Education; Needs Assessment; Occupational Surveys; *Reading Instruction; *Reading Teachers; *Teacher Education; Teacher Improvement
IDENTIFIERS- Georgia

A pilot study was conducted to determine the practices and perceived needs for inservice education of reading teachers in Georgia. A questionnaire was sent to individuals responsible for overseeing the reading programs for grades one through eight in 52 Georgia school systems; 37 returned it. Analysis of their responses indicated a need for training teachers in Georgia in the use of patterns of organization other than the traditional classroom organization of three ability groups and whole class instruction. The desire expressed by the respondents for a basic reading course may be the result of the fact that such a course is required for a teaching certificate in Georgia. The last major concern of the respondents, more courses in classroom management and organization, may be the result of the growing demands on teachers produced by back to basics movements, due process for students, mainstreaming, and competency-based teaching and testing. (JL)

ED 227 503 CS 207 407

Humes, Ann
Discourse Type and Composition Research.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-WP-2-83/01
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Classification; *Discourse Analysis; *Research Design; *Research Methodology; Research Needs; *Research Problems; *Writing Research
IDENTIFIERS- *Discourse Modes

The discourse classification systems used most frequently by reseachers in composition credit A. Bain, J. Moffett, J. Emig, J. Kinneavy, J. Britton, and R. Lloyd-Jones. A majority of the studies that have included discourse types as a major focus of their work were designed to investigate students' syntactic structures. Other studies focused on the composing processes, cognitive patterns, test conditions, cognitive factors, and audience awareness. Unfortunately, little reliable evidence can be gleaned from these studies. Researchers are either inconsistent in their use of the terms "types" and "modes" or confuse the two. Another problem is that the classification systems used to discuss results are not translatable into terms of other systems. Also, researchers sometimes make assertions about results based on an inadequate understanding of the discourse type within the system they used. In some reports researchers collapse the data and report on written discourse as a single category. Sometimes the inadequacy in the design is in the writing prompt itself. Some of the deficiencies can be removed by more thoughtful and extensive inquiry designs. A more difficult problem is the diversity of discourse classifications. A possible solution is to define discourse type through discourse-analysis studies that examine discourse by using a bottom-to-top approach, going from the small features in discourse to see which cluster together in a written product. The repeated cooccurrence for such features may provide a taxonomy of discourses and thus define discourse types that can be accepted as standards for all researchers. (HOD)

ED 227 518 CS 504 117

White, Robert A.
Contradictions in Contemporary Policies for Democratic Communication.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Research; *Models; *Power Structure; *Social Influences; Social Structure; Speech Communication
IDENTIFIERS- *Democratic Communication; *Social Power

Noting that since democratization of communication is part of the broad social process, and that any given form of democratic communication is the result of a dialectical tension between the social factors tending toward concentration of social power and contrary factors tending toward redistribution of that power, this paper argues that it is important to define democratization of communication in terms of a social process of structural change. To this end, the paper first summarizes the major objectives of current proposals for democratic communication. It then outlines an analytic model of the communication patterns within a social process of concentration-redistribution of social power. The paper next examines some of the major trends in contemporary communication policies in light of this model of structural change in order to determine to what extent the social logic of these policies actually does lead away from an authoritarian pattern of communication and toward the objectives of more democratic communication. (FL)

ED 227 564 EA 015 486

Driscoll, Eileen R.
The Selection and Appointment of School Heads. A Manual of Suggestions to Boards of Trustees and Candidates. Third Edition.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-47-7
PUB DATE- 82
AVAILABLE FROM- Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Selection; *Advisory Committees; Board of Education Role; Elementary Secondary Education; *Governing Boards; Guidelines; *Job Search Methods; *Principals; Private Schoo
IDENTIFIERS- *Candidates; *Search Committees

To assist in the selection of new private school heads, this manua provides advice to both boards of trustees and candidates. Advice directed to the board covers timing of the search and selection, announcement of the current head's resignation, search committee formation, the committee chairperson, staff assistance, search budget, job definitions and descriptions, sources of candidates, selection consultants, advertising, affirmative action, applicant screening, references, interviews (including with finalists), terms of appointment, final selection and job offer, and such final considerations as the search committee report and the transition to a new head. Advice to the candidate touches on preparation and training, use of networks, portfolio and resume, references, job openings, consultants, interviews, briefings on schools, preparations for moving, published information sources, the family's role, and terms of appointment. A short annotated bibliography precedes seven appendixes that provide samples of a resignation announcement, qualifications checklist, and school and job descriptions; suggestions for search committee interview procedures and for candidate job searching methods; and discussions of candidates' questions about a school and the decision to accept a headship. (RW)

ED 227 580 EA 015 503

Rawers, Lois J.
Business Education: The Creative Approaches of Three Small High Schools.
Oregon School Study Council, Eugene.
PUB DATE- Feb 83
AVAILABLE FROM- Publications, Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- *Business Education; Curriculum Development; Education Work Relationship; *Experimental Curriculum; High Schools; Instructional Innovation; Nontraditional Education; Relevance (Education); Simulation; *Small Schools; Teacher Developed Materials
IDENTIFIERS- Oregon

To encourage the schools to train students in broad and flexible occupational competencies rather than specific job skills, the Oregon Department of Education has promoted the cluster concept of vocational education. Of the 14 occupational clusters identified as being economically significant in Oregon, business competencies in the accounting, clerical, secretarial, and marketing areas account for 4. This document describes how business teachers in three small school settings have developed programs to provide students with occupational training related to the real world of work in these four cluster areas. Sweet Home (Oregon) High School offers 28 students a year the opportunity to take on several occupational roles in rotation as "employees" of a simulated pet supply distributorship, the Wholesale Monkey Business. Students learn to work together, operate a company, use business machines (including computers), keep books and other records, maintain inventories, and perform other work functions. Alsea (Oregon) High School established a Business Open Lab through which students select and take minicourses in a number of business skills. Union (Oregon) High School offers a 2-year, flexible program including use of a commercially prepared office simulation, the chance to do real work in community offices, and training in student interest areas. (PGD)

ED 227 594   EA 015 519

Costanzo, Matthew W.
Managing Decline and Staffing Standards for Quality.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Accountability; Collective Bargaining; *Community Involvement; Consortia; Cost Effectiveness; *Declining Enrollment; Educational Cooperation; *Educational Planning; *Educational Quality; Elementary Secondary Education; Enrollment Projections; Enrollment Trends; Intermediate Administrative Units; *Long Range Planning; *School Administration; School Closing; School Demography; School District Spending; School Schedules; Teacher Employment

School boards, administrators, and representatives of the community should develop long-range plans that not only consider the present state of schools but attempt to project 10 years hence. Demographic changes in communities indicate that managing decline will require a willingness to pare expenditures and an attempt to win back citizens' confidence in public education. Among the approaches to managing decline are improved coordination between school districts for contract negotiations and labor relations generally, and for the legislative process. Coordination of programs and services and a common calendar for all schools reduces costs. Other budget measures include flexible staffing patterns that reduce salary costs, and fees for noninstructional programs. In view of an enrollment increase predicted by the end of the decade, contemplated school closings should be reconsidered. However, if school closing is necessary, school districts should allow sufficient lead time, establish objective reasons for the closings, and prioritize closings and relate them to long-range plans. Finally, there is a critical need for two-way open communication involving the public and the schools. (MLF)

ED 227 296 CE 035 329

Rice, Eric; Spetz, Sally
Developing Instructional Materials for Apprentices. Instructor Training Module #4.
Conserva, Inc., Raleigh, N.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0937
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; *Adult Students; *Apprenticeships; *Competency Based Education; *Individualized Instruction; Inservice Teacher Education; *Instructional Materials; Learning Modules; *Material Development; Postsecondary Education; Programed Instructional Materials

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with developing instructional materials for apprentices. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are preparing written instructional materials for adult learners such as apprentices; constructing useful performance-related examples, problems, and practice situations; developing competency-based, criterion-referenced materials; developing introductory overviews and summaries; and preparing self-instructional, individualized materials. Appended to the booklet are answers to the self-test exercises, a posttest, and answers to the posttest. (MN)

ED 227 324 CE 035 403

Stanley, Patrick A.
The Occupational Impact of Significant Technological Innovation: Hi-Tech and the Jobs Future. Research Review No. 11.
Hawaii State Occupational Information Coordinating Committee, Honolulu.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Demand Occupations; Employment Opportunities; *Employment Projections; Futures (of Society); *Industry; Job Skills; Job Training; Labor Market; *Labor Needs; Labor Supply; Occupational Information; Postsecondary Education; School Business Relationship; Secondary Education; Skilled Workers; Skill Obsolescence; *Technological Advancement; *Unemployment; Vocational Education
IDENTIFIERS- *Impact

Impacts from the major high technological changes now underway cut across all industrial sectors and most occupational clusters. Technological innovation can increase or decrease the total number of types of jobs. Decline in employment may be offset, however, by new applications and capabilities of goods and services or by employment shifts. While fairly clear estimates of where technology will affect industry have been made, it is not always clear what occupational titles are involved. Different studies have suggested varying occupational growth rates. A joint labor union-management program has been called for to ensure workers of an early-warning system of advanced information about management plans for future innovations that might cause job losses or other problems. More frequent skills upgrading of technical personnel will be required due to accelerating technological obsolescence. Job content and worker qualities will be increasingly modified. New linkages between the private sector and vocational education programs will be required to keep the curriculum current and graduates employable. As technological change occurs faster, a revolution will be seen in the need for and delivery of occupational information to keep individuals aware of labor market needs. (YLB)

ED 227 338 CE 035 430

The Challenge of Unemployment. A Report to Labour Ministers.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12332-6
PUB DATE- 82
AVAILABLE FROM- OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Strategies; Demography; Economic Factors; Economics; Educational Needs; *Employment Opportunities; *Employment Patterns; Employment Programs; Employment Projections; Finance Reform; Job Training; *Labor Market; *Labor Needs; *Policy Formation; Position Papers; Public Policy; Social Change; Taxes; Trend Analysis; *Unemployment
IDENTIFIERS- *Organisation for Economic Cooperation Development

This report consists of an analysis of labor market conditions in Organisation for Economic Cooperation and Development (OECD) member countries and an exploration of possible future policy responses to the problems of unemployment. Covered in the labor market analysis are the following topics: the macro-economic environment (macro-economic trends and macro-economic costs of unemployment); changing labor market conditions (labor supply trends, changing sectoral employment patterns, and the structure of unemployment); rigidities and flexibility of the labor market (macro-economic evidence and micro-economic evidence); and labor market prospects (short-term prospects and medium-term prospects). The second half of the report examines strategies for increasing and redistributing the demand for labor (increasing the demand for labor through tax policy, employment subsidies, and job creation programs; an employment-oriented incomes policy; redistributing working time; and improved policy targeting) and for reconciling efficiency and equity in the labor market (vocational education and training, public employment services, labor market mobility, international migration, and social policies and labor market efficiency). Appended are a discussion of main orientations of OECD-member labor market policies during the 1970s, a bibliography, statistical data, and related technical information. (MN)

ED 227 396 CG 016 528

Sabatelli, Ronald M.; And Others
Marital Cohesiveness and Family Life Transitions: A Social Exchange Perspective.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Family Life; Family Relationship; Individual Needs; Interpersonal Attraction; Interpersonal Relationship; Literature Reviews; *Marital Instability; Models; *Social Exchange Theory; Spouses
IDENTIFIERS- *Life Transitions; *Marital Satisfaction

This paper examines the impact of individual and family life transitions on marital relationships from a social exchange perspective. The first section of the paper reviews and integrates several social exchange perspectives, derived from both sociological and social psychological traditions, in particular the works of Thibaut and Kelly (1959), Levinger and Huesmann (1980), Scanzoni (1979), and Altman and Taylor (1973), and reformulates the exchange model as applied to marital relationships. The second section of the paper discusses the potential impact of individual and family life transitions on relationship interdependence, commitment, and stabilty or cohesion. The role of commitment as a feedback mechanism providing information about both the level of relational interdependence and the potential for rewards in alternative relationships is explored. (PAS)

ED 227 412 CG 016 545

Kurtines, William M.
Moral Behavior as Rule Governed Behavior: A Psychosocial Role-Theoretical Approach to Moral Decision Making.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attribution Theory; Critical Thinking; *Decision Making; Ethics; *Individual Differences; *Moral Development; *Moral Values; Philosophy; Psychometrics; *Role Theory; Social Structure; Social Values
IDENTIFIERS- Situational Variables

Research on moral development and behavior has traditionally emphasized person related variables such as level or stage of moral reasoning, individual differences in moral traits and dispositions, or past reinforcement history. The effects of context on moral action and decision, in contrast, have received relatively little attention. It is therefore not surprising that little systematic effort has been made to provide a theoretically meaningful account of situation variables, and that even less has been done on accounting for the conjoint effects of both types of variables. This paper describes an approach to moral decision making derived from a rule governed perspective, intended to provide a conceptual framework for accounting for both person and situation effects on moral decision making. According to this approach, moral decisions are influenced by both individual differences in the use of moral rules and principles and complex contextual cues that include type and attributes of situations. Several lines of research supporting this view are described. (Author)

ED 227 458 CS 007 034

Yore, Larry; Quorn, Kerry
Helping Students Read Middle Grade Science Materials.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Content Area Reading; Instructional Materials; Intermediate Grades; *Reading Comprehension; Reading Readiness; *Reading Skills; *Science Instruction; Student Motivation; *Study Skills; *Teaching Methods
IDENTIFIERS- Reading Strategies

Two instructional strategies stress effective reading during science instruction at the middle grade level. One uses print material for enrichment, while the second uses print as the primary instructional medium. Teachers can help students get ready to read in content areas by stimulating their interest in a variety of ways: capitalizing on chance occurrences, discrepant events, exotic demonstrations, and so on. Outlining student questions on the blackboard also provides purpose and focus for subsequent reading. When reading replaces the laboratory phase of an inquiry lesson, study guides reflecting instructional objectives provide the structure needed to increase student comprehension. Postreading discussion of the questions outlined earlier increases student comprehension and minimizes the negative effects of poor reading. Since teaching science solely through reading misleads the students as to the nature of the discipline, reading should be used in concert with activity oriented inquiry programs. The nature of science texts does, however, require that students have the ability to analyze cause and effect statements, directions, and Latin and Greek root words. Because of the close relation of mathematics to science, students must also be able to decode mathematics and word problems, graphic materials, and symbolic statements. (JL)

Hayes, David A.; Henk, William A.
Facilitative Effects of Analogies and Illustrations on Understanding and Remembering Written Directions.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; Comparative Analysis; Grade 8; Grade 9; *Illustrations; Junior High Schools; *Reading Comprehension; *Reading Research; *Recall (Psychology); *Retention (Psychology); Verbal Learning; Visual Learning
IDENTIFIERS- Instructions

A study examined the effects of pictorial and verbal illustrations on the initial learning and long term retention of written instruction. Subjects were eighth and ninth grade students randomly assigned to one of two text conditions (literal or analogous instructions) under one of four pictorial conditions (no picture, functional drawing, expressive drawing, or functional plus expressive drawing). There were 14 subjects in each of the eight conditions. Subjects read texts according to their respective treatment conditions, then performed a sequence of five manipulations outlined in the instructions. Those who reached criterion on this task were evaluated on the same task without instructions 10 days later. Finally, they were asked to relate how they had remembered the initial set of instructions. Factorial analysis yielded no significant effect for either the type of text or the interaction between type of text and picture condition; however, ANOVA indicated a significant effect for type of picture. A post-hoc test revealed that subjects exposed to pictures significantly outperformed those in the no picture condition. A t-test indicated that subjects who had read the analogous instructions remembered more than did those who received the literal instructions. The results suggest that readers are more successful in completing instructions when pictures are provided, and that while analogous text does not seem to facilitate initial learning of instructions, it does enhance subjects' ability to retain information over time. (FL)

ED 227 488 CS 207 390

DaGue, Elizabeth L.
The Fictionalized Reader: Audiences for High-School Writers of Research Papers.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Fiction; High Schools; *Literature Appreciation; Nonfiction; Student Attitudes; Teacher Role; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Audience Awareness; *Research Papers (Students)

High school students writing research papers face the problem of finding audiences for their work, especially today when the consensus is that any kind of good writing requires some hypothetical audience or reader. Unless students are in a composition class where they write to someone special, they have difficulty grasping the idea of audience. Discussing the opening lines of Hemingway's "A Farewell to Arms" helps students grasp the idea that Hemingway creates his readers along with his story. To make the transition from Hemingway's fiction to their own research projects, students need to study contemporary nonfiction to see how these writers create audiences. Choices abound for good nonfiction, among them John Madson's "Where the Sky Began: Land of the Tallgrass Prairie," or "Telling Lives: The Biographer's Art" and "A Distant Mirror: The Calamitous 14th Century," by Barbara Tuchman. For other students, audiences can be created through the use of "The Journal of Popular Culture." Students can assume they are writing their paper to be "published." By finding an appropriate audience, students can write lively, informative papers. (HOD)

ED 227 534 CS 504 144

Miller, Larry D.

Teaching Research Methodology and Writing in the Emerald City.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Graduate Students; *Graduate Study; Instructional Improvement; Intellectual Disciplines; *Masters Degrees; *Qualifications; Research Methodology; Research Reports; *Research Skills; Scholarly Journals; *Scholarship; *Speech Communication; Teaching Methods; Writing Skills

The major goal of graduate education in speech communication is to advance knowledge about human communication through research and by training minds. Graduate education differs from undergraduate education because it emphasizes not only what we know, but how we come to know. Often, however, graduate education is just seen as being an extension of undergraduate study. Although the opposite sometimes occurs and too great demands are made upon beginning graduate students, usually an elitist attitude causes faculty to underestimate the importance of the Master's degree. Holders of an M.A. ought to understand the issues involved in the generation of knowledge, be able to read and criticize a research report, and be able and willing to contribute to the discipline. Most research reports submitted to professional journals, however, fail to demonstrate the significance and importance of the research, fail to match research design to the questions posed, and are badly written. A strategy of viewing graduate education as professional life, not simply a preparation for it, may solve some of these problems. For instance, having students prepare and try to publish a professional review of a recent basic textbook provides a substantive supplemental foundation in a content oriented course. A miniconvention serves a similar purpose. Teaching research methodology is a bit more difficult, but still involves recreating real situations. (JL)

ED 227 549 EA 015 469

Brodinsky, Ben; Neill, Shirley Boes, Ed.
Building Morale. Motivating Staff: Problems and Solutions. AASA Critical Issues Report.
Education News Service, Sacramento, Calif.
SPONS AGENCY- American Association of School Administrators, Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($11.95; quantity discounts; orders of $15.00 or less must be prepaid and accompanied by $1.50 postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Attitudes; *Administrator Role; Case Studies; Elementary Secondary Education; Guidelines; Inservice Teacher Education; Job Satisfaction; Measurement Techniques; Participative Decision Making; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Evaluation; *Teacher Morale; *Teacher Motivation

To help school administrators, an introduction and 12 chapters analyze employee morale and motivation and provide both experts' and practitioners' suggestions on how to improve them. The information was gathered from a national questionnaire survey of over 300 educational leaders, school visits, telephone interviews, correspondence, and a literature search. The introduction summarizes the information; notes the importance of shared governance, inservice education, and evaluation for teacher morale; and discusses management theory, administrator responsibility for morale, and merit pay. Chapters 1-3 give administrators', teachers', and researchers' views, respectively, on actions that raise or lower morale. Chapter 4 enumerates four business mistakes for education to avoid and explains Japanese quality circles. Six case studies of district morale building are recounted in chapter 5, while chapter 6 profiles 12 districts where morale was rated excellent. Chapter 7 offers a 12-item instrument for determining a district's organizational health. In chapter 8 an educational researcher advocates the "win-win" approach to conflict management. Chapter 9 presents characteristics and case studies of effective inservice teacher education. Chapters 10 and 11 suggest ways to improve administrator-teacher communication and teacher evaluation plans. The final chapter offers a sampling of 19 superintendents' observations on morale. (RW)

ED 227 611 EC 151 052

Sailor, Wayne
Auditory Assessment and Program Manual for Severely Handicapped Deaf-Blind Students.
Frederick Burk Foundation for Education, San Francisco, Calif.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 82
CONTRACT- 300-78-0338
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Audiology; Auditory Evaluation; Elementary Secondary Education; Hearing Aids; *Hearing Impairments; *Informal Assessment; Multiple Disabilities; *Severe Disabilities; *Teaching Methods

Intended for teachers and caregivers of severely handicapped individuals with impaired hearing, the manual provides information about hearing and audiological assessment. Section I presents an overview of the nature of sound and the structure of the ear. Section II describes a number of informal assessment procedures which can be carried out in the classroom. Section III, which makes up the bulk of the document, summarizes common audiometric procedures and presents a number of systematic programs and teaching strategies to help prepare severely handicapped students for testing by a clinical audiologist. A fourth section offers information necessary for understanding an audiogram and the amplification process. The final section discusses the educational implications of different degrees of hearing loss and the selection of communication modes and auditory objectives for severely multiply handicapped students. (Author/SW)

ED 227 265 CE 035 289

Rosenthal, Richard S.; Smith, Jacqueline J.
Facts about Youth and Delinquency. A Citizen's Guide to Juvenile Justice.
Aspen Systems Corp., Germantown, Md.; National Criminal Justice Reference Service, Rockville, Md.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
REPORT NO.- NCJ-83888
PUB DATE- Nov 82
CONTRACT- J-LEAA-013-81
AVAILABLE FROM- NCJRS-SIP Program, Box 6000, Rockville, MD 20850 (Order No. NCJ-83888, single copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Children; *Court Litigation; Courts; *Crime; Definitions; *Delinquency; *Delinquent Rehabilitation; Guidelines; *Juvenile Courts; Program Implementation; Resources

This booklet provides a brief introduction to the juvenile justice system, in lay person's terms, for parents of juveniles in trouble and other nonprofessionals, such as merchants, teachers, and the general public. The booklet begins with some basic information about juvenile crime and the juvenile justice system, followed by answers to some frequently asked questions. Included is a list of resource organizations and agencies that can help the reader find answers to other questions as well as a suggested reading list. A chart of the juvenile justice system in 1979 helps to clarify the process from intake to case disposition in graphic format. A glossary of frequently used words also is provided in the booklet. (KC)

ED 227 428 CG 016 561

Williams, Vernon

An Investigation of Community: Future Focus for Counseling Psychology.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- College Environment; *College Housing; College Students; *Community; *Community Attitudes; Higher Education; Individual Development; Leadership

Attention within counseling psychology has broadened in the last decade to include the larger community within which an individual exists. Measures of the eight elements of community identification by Roberts (1980) were administered to students on two residence hall floors. The group on one floor served as an experimental group and explored in four sessions, ways to enhance community. The other group served as a control. Both groups were again questioned at the end of one semester. Analyses of results showed a new emphasis on involvement with each other and possibly on leadership on the experimental floor. Results also indicated that the Roberts-identified areas not revealing differences were those pertaining to physical environment, change and continuity, trust, and purpose. Those areas most consistently different involved perception of the social environment and coping skills. (PAS)

ED 227 627 EC 151 076

Pullin, Diana
Special Education: A Manual for Advocates. Volume II.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
SPONS. AGENCY- Legal Services Corp., Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Center for Law and Education, Inc., Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($25.00 for 2 volumes, $2.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Ancillary School Services; *Child Advocacy; Civil Rights; *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Legislation; Guidelines; Individualized Education Programs

The document contains an appendix to a larger document on child advocacy for handicapped students needing special education. Appended material includes regulations for Section 504 of the Rehabilitation Act of 1973, the Buckley Amendment, and Developmental Disabilities Act, policy interpretations from the Department of Education regarding individualized education programs, clean intermittent catheterization, and use of insurance proceeds; policy interpretations from the Department of Health, Education, and Welfare regarding such aspects as program accessibility, participation of the handicapped in contact sports, and school board members as hearing officers; and guidelines from the U.S. Office for Civil Rights for eliminating discrimination and denial of services on the basis of handicap. (CL)

ED 227 595 EA 015 520

Costanzo, Matthew W.
The Challenges of the Eighties.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Quality; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Public Opinion; Public Relations; *Public Schools; Technological Advancement

The widespread disenchantment with public education can be understood by looking at studies and official statements made in recent years. Demographic studies clearly indicate that the population is getting older; older citizens on fixed incomes seek alternatives to the costs of education. In addition, fewer births and the resulting enrollment decline mean that taxpayers will demand quality education with the least amount of financial burden. These factors, along with the technological revolution that is transforming an industrial society into an information society, could result in decentralizing learning experiences to each home. Statements critical of public education have been made by prominent persons including the President of the United States and James Coleman. Finally, a number of state legislatures have enacted bills that continue to drain the public school treasury. To meet these challenges, supporters of public education must communicate broadly its many virtues. Public education is unique in having large numbers of experienced, dedicated, and talented educators; superior physical facilities; comprehensive programs and services; and heterogeneous student population. Educators should also help draft state legislation, promote cooperation among school districts, and communicate successes more effectively to the general public. (MLF)

ED 227 578 EA 015 501

Bock, Larry T.
Energy Management through Use of a Load Programmer.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Climate Control; Computer Oriented Programs; Educational Facilities; *Electrical Systems; *Energy Conservation; Fuel Consumption; Heating; Secondary Education
IDENTIFIERS- *Load Demand Control; Nebraska

As the first step in a district energy conservation program, the Blair (Nebraska) Community School District installed a load programmer in 1980 to control power usage in the 144,000 square foot junior-senior high school. The cost of the load programmer was less that $8,500, including installation, and during the initial year of operation, the computer-controlled equipment enabled the district to decrease its annual expenditure for power by $10,000. The load programmer was designed to permit variable day and night control, demand control, duty cycling, and the programming of units to a "day" mode as required. This document reports on the factors in the technology selection process, and on the characteristics of the system, as well as providing a brief analysis of the effectiveness of the installation. (PGD)

ED 227 563 EA 015 485

Bernabei, Raymond; And Others
A Longitudinal Analysis of Administrator Attitudes toward a System of Management by Objectives.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; *Administrator Evaluation; Career Choice; Elementary Secondary Education; Graphs; *Management by Objectives; Organizational Objectives; Promotion (Occupational); State Surveys; Tables (Data); Work Attitudes
IDENTIFIERS- *Pennsylvania

Researchers sought to compare the perceptions of school administrators who had from 0 to 5 years of experience with management by objectives (MBO), using a survey of 374 administrators in 22 Pennsylvania school districts. A literature review on MBO and management evaluation indicated the need for more longitudinal studies. To compare the attitude changes over time, the researchers divided the administrators into five groups with 0, 1, 3, 4, and 5 years of experience with an MBO system called Administrative Management by Objectives Appraisal System (AMOAS). A 27-item Likert-scale questionnaire was used, with 5 subscales that measured perceptions of (1) the work itself, including responsibilities and work relationships; (2) integration of personal and institutional goals; (3) evaluation fairness, usefulness, and followup; (4) effectiveness of objectives planning; and (5) MBO's effect on personal advancement. Analysis using the Tukey multiple range test and one-way analysis of variance indicated that the more years of MBO, the less positive the attitudes toward MBO; that those with no MBO experience had more negative attitudes about MBO and evaluation but more positive attitudes about MBO and advancement; and that those with 5 years of experience had more negative attitudes about MBO and goal integration. (RW)

ED 227 548 EA 015 468

Marsee, Jeffrey A.
Discontinuing Social Security: Reallocating Employer Funds to Improve Employer Fringe Benefit Plans.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; Federal Programs; *Fringe Benefits; *Insurance; *Retirement Benefits; Risk; State Programs; Teacher Employment Benefits; Teacher Retirement; Two Year Colleges
IDENTIFIERS- *Social Security; Tax Sheltered Annuities; *Texarkana Community College TX; Texarkana Independent School District TX

Texarkana (Texas) Community College and Texarkana Independent School District left the federal Social Security System (SSS) and reallocated SSS funds to a self-administered fringe benefit program, while also returning employees' SSS contributions to them intact. Several safeguards for Texas employees were already in place through the Texas Teacher Retirement System, including disability and health insurance and a tax-sheltered annuity (TSA) option. Benefits to employees of withdrawing from SSS included free life, health, and longterm disability insurance; a TSA, plus increased disposable income; and voluntary, not mandatory, retirement plans. Benefits to the employers included self-administration of fringe benefits, a better plan that had lower costs than SSS, no further funding of part-time employees, and, for the school district, no need to keep an insurance reserve. Among the concerns about leaving SSS are greater exposure of younger employees to high disability risks, employers' possible inability to cover longterm disability insurance costs, probably higher insurance premiums after SSS-covered employees move on, and possible drawbacks for today's more mobile workforce because SSS is national while state and local plans are not. On balance, the employers feel withdrawal from SSS was wise. (RW)

ED 227 562 EA 015 484

Zenger, Weldon F.; Zenger, Sharon K.
Curriculum Planning: A Ten-Step Process.
REPORT NO.- ISBN-0-88247-675-0
PUB DATE- 82
AVAILABLE FROM- R&E Research Associates, Inc., Publishers, 936 Industrial Avenue, Palo Alto, CA 94303 ($12.95 plus $1.50 for shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Check Lists; *Curriculum; Curriculum Design; *Curriculum Development; *Educational Planning; Elementary Secondary Education; Guidelines; Models; Program Implementation

To assist school district personnel in planning and developing curriculums, this handbook describes and explains a 10-step process and provides supporting examples, checklists, and references. A brief introduction suggests how to use the handbook. Each of the 10 following sections then presents one step, explains its substeps, and offers a checklist that shows whether a substep is being considered or planned, has been completed, or is not needed. The 10 steps involve (1) identifying or stating a curricular need, (2) developing curricular goals and objectives, (3) planning and organizing resources and identifying constraints, (4) organizing and stating the functions of curriculum committees, (5) establishing the roles and responsibilities of personnel involved, (6) identifying and analyzing new curriculums or programs to meet the curricular need, (7) assessing and selecting the new curriculum, (8) designing the new curriculum, (9) implementing the new curriculum, and (10) evaluating the curriculum. Five appendices offer checklists for developing curriculum guides and evaluating textbooks, provide a sample curriculum unit, and present simulations of a reading program assessment and the selection of a computer using the 10-step process. (RW)

ED 227 547 EA 015 441

Duckworth, Kenneth, Ed.; De Bevoise, Wynn, Ed.
The Effects of Collective Bargaining on School Administrative Leadership. Proceedings of a Conference Held at the Center for Educational Policy and Management (Eugene, Oregon, July 9-10, 1982).
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
AVAILABLE FROM- Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Collective Bargaining; Contracts; Elementary Secondary Education; Principals; School Policy; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Salaries; Time Management; Work Attitudes
IDENTIFIERS- Policy Implementation

This document records the proceedings of a conference on the effects of collective bargaining on school administrative leadership. The conference brought together participants from two areas of research that usually operate independently--research on collective bargaining and research on school administrative leadership. The conference was divided into three sessions. The first, dealing with the effects of collective bargaining on educational policy, focused on the formal statements on matters of policy being written into teacher contracts. Presentations were made and discussed concerning the increasing inclusion of policy provisions in contracts and the reluctance of administrators to take assertive stances regarding policy interests. The second session, on the effects of collective bargaining on personnel relations, concentrated on the informal relationships between administrators and teachers through which policy is actually implemented. Special attention was paid to the work relationships of elementary school principals. The final session looked at the effects of collective bargaining on teaching conditions and included presentations on and discussions of three research projects. These projects studied the time allocation patterns of teachers with and without collective bargaining, the sensitivity of teachers to salary benefits, and changes in teachers' work attitudes caused by collective bargaining. (PGD)

ED 227 628 EC 151 078

Project Transition Outreach Services: Final Report, July 1, 1981 to June 30, 1982.

Mental Health and Mental Retardation Authority of Harris County, Houston, TX.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 30 Sep 82

GRANT- 024BH10058; 6008100876

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Disabilities; Early Childhood Education; Infants; *Outreach Programs; *Parent Education; Parent School Relationship; *Transitional Programs

IDENTIFIERS- Final Reports; Project Transition

The report describes achievements of a 3-year administration project designed to help parents and young children make the transition from community infant programs into public school early childhood special education classes. The importance of this transition period is underlined. The project developed a model to facilitate communication between parents, school districts, and community infant programs. An outreach approach is presented which provided technical assistance in the areas of services to parents, early childhood and infant curriculum materials, and school district liaison. Outreach staff planned technical assistance tailored to the needs of each of eight replication sites. Outreach training materials (parent notebooks and early childhood curricula) are described, as are replication sites. The project's coordination with other agencies is documented. Evaluation approaches are charted according to major evaluation questions, instruments used, and measurement procedures. Among appended materials are sample project forms, workshop agendas, and curriculum excerpts. (CL)

ED 227 643 EC 151 629

Madden, Nancy A.; Slavin, Robert E.
Count Me In: Academic Achievement and Social Outcomes of Mainstreaming Students with Mild Academic Handicaps. Report No. 329.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 82
GRANT- G008001494
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Elementary Secondary Education; Emotional Adjustment; Exceptional Child Research; Literature Reviews; *Mainstreaming; *Mild Disabilities; Peer Acceptance; *Resource Room Programs; *Special Classes; *Student Adjustment; *Student Placement

The paper reviews research on the effects of placement in full-time special education classes, part-time regular classes with resource support, and full-time regular classes on mildly handicapped students. Also examined are programs designed to improve achievement, social-emotional adjustment, and social acceptance of the academically handicapped by their nonhandicapped peers. Studies of placements indicate no consistent benefits of full-time special education on any major outcomes; the research tends to favor full- or part-time regular class placement over full-time special education for the achievement, self-esteem, behavior, and emotional adjustment of the academically handicapped. Differences between full-time regular class placement and part-time regular class placement with resource help tend to favor well-constructed part-time programs for achievement, but not for social-emotional outcomes. Research indicates that cooperative learning programs and individualized instruction programs can improve the self-perceptions and behavior of mainsteamed academically handicapped students and acceptance by their nonhandicapped classmates. (Author/SW)

ED 227 660 FL 013 494

Swain, Merrill
Bilingual Education for Majority and Minority Language Children.
PUB DATE- 81
AVAILABLE FROM- Not available separately; see FL 013 493.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Academic Achievement; Bilingual Education; Bilingualism; Elementary Education; *Immersion Programs; Language Maintenance; *Language of Instruction; Language Proficiency; *Minority Group Children; Second Language Instruction

The fact that early immersion in a second language has led to bilingualism and academic success among majority language children has been used as an argument against mother tongue instruction for minority language children. However, for minority language children, immersion in a second language has often led to language loss and academic failure. The generalization that first language education can be bypassed is invalid. The sequencing of the languages of instruction is important in the development of bilingual proficiency. Determination of the appropriate sequencing of the languages of instruction in a bilingual education programs depends on several factors external to the school. The Canadian French immersion programs and programs in minority language settings are compared. Based on a theoretical framework of language proficiency, it is concluded that early education in the first language, whether for majority or minority language children, provides a solid basis for academic progress in a second language. However, the second language should be introduced early for majority language children and later for minority children. (RW)

ED 227 677 FL 013 538

Planning for Management. Participant's Handbook. Bilingual Evaluation Technical Assistance Workshop V.
California Univ., Los Angeles. Center for the Study of Evaluation.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Bilingual Education Programs; *Budgeting; Data Collection; Elementary Secondary Education; Information Needs; *Program Administration; Program Costs; Program Descriptions; *Program Evaluation; Reports; Resource Allocation; *Staff Role; Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

A handbook for participants of a workshop on bilingual program evaluation is presented as part of the Bilingual Evaluation Technical Assistance project. Workshop objectives are as follows: make a schedule for evaluation management tasks; create a staffing plan; prepare a budget appropriate for the particular bilingual evaluation; develop a plan for monitoring bilingual evaluation tasks; and prepare a report schedule. Instructions and worksheets are presented for each of these tasks. A general workshop schedule for the 4 hours of instruction is also included. (SW)

ED 227 693 FL 013 564

Spencer, Mary
Foundations for Evaluating Bilingual Programs, Packet 3. Bilingual Program Planning, Implementation, and Evaluation, Series A. Teacher Edition. Bilingual Education Teacher Training Packets.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Education Programs; Bilingual Teachers; *Evaluation Methods; Instructional Materials; Limited English Speaking; Program Development; *Program Evaluation; Program Implementation; Teacher Education; Teaching Guides; Teaching Methods

This teacher's edition of training materials on bilingual program planning, implementation, and evaluation focuses on foundations for evaluating bilingual programs. The guide is part of a series directed at bilingual educators and intended for use in institutions of higher education and inservice teacher education programs. Training objectives, a pretest and posttest, suggested training procedures, and instructional activities and materials are included. Among the topics covered are (1) planning and organizing a bilingual program evaluation, (2) the evaluation team, (3) evaluation objectives, (4) establishing evaluation questions and methodologies, (5) collecting and analyzing evaluation evidence, and (6) using evaluation results. (RW)

ED 227 629 EC 151 079

Project RHISE/Outreach. Program Performance Report, FY 1982.
Children's Development Center, Rockford, IL.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 16 Jul 82
GRANT- G008100731
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Consultation Programs; *Disabilities; Infants; Interdisciplinary Approach; Intervention; *Models; Outreach Programs; Parent Role; *Program Effectiveness
IDENTIFIERS- *Project RHISE

The report details the accomplishments of Project RHISE--Rockford (Illinois) Handicapped Infant Services Expansion--outreach efforts. The year's (1981) activities described include establishment of 10 new sites for replication of the RHISE model, which views parents as primary interventionists for a transdisciplinary approach. The consultancy model, which attempts to provide role release for disciplinary specialists, is described and three stages of the process identified: problem clarification, problem resolution, and limit setting. Components of the RHISE approach (services to children and parents, program organization, and community awareness) are reviewed. "Impact indicators" are presented for six objectives: increasing awareness; stimulating high quality programs; training graduate and undergraduate students; developing and disseminating products; stimulating increased state involvement; and providing a variety of technical assistance. (CL)

ED 227 644 EC 151 631

Smith, Theresa Catherine
Public Law 94-142 and the Private Special Education School.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- *Disabilities; Educational Trends; Elementary Secondary Education; Exceptional Child Research; *Federal Legislation; *Private Schools; *Special Schools; Surveys
IDENTIFIERS- *Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504)

A survey of 77 schools was conducted to investigate the effect of P.L. 94-142 (the Education for All Handicapped Children Act) on private special education schools in 12 western states. Chapter I looks at the purpose, population, procedure, and data treatment of the study as well as defining several terms. The second chapter reviews literature pertaining to the evolution of American private and special education, the development of the private special education schools, and legislation affecting the handicapped. Chapter III makes up the bulk of the document and contains tables with statistical data, and chapter IV presents a review and discussion of the findings. Data are grouped into two broad groupings-- 1) data relative to structuring of reporting schools (such as administration, budgetary considerations, and numbers of students), and 2) Public Law 94-142 (with categories relating to impact on enrollment, financial status, school control, school staff, and future school operations). Chapter V presents results of the three personal interviews concerning the law's impact on specific special education schools. A final chapter summarizes the findings and looks at the weaknesses and heuristic qualities of the study. Appendixes include a review of the Rehabilitation Act of 1973--Section 504, a copy of the survey form, and the interview format. (SW)

ED 227 661 FL 013 495

Krashen, Stephen D.
The "Fundamental Pedogagical Principle" in Second Language Teaching.
PUB DATE- 81
AVAILABLE FROM- Not available separately; see FL 013 493.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Age Differences; Bilingual Education; Immersion Programs; Language Acquisition; Language of Instruction; *Linguistic Theory; *Second Language Instruction; *Second Language Learning; Teaching Methods

A fundamental principle of second language acquisition is stated and applied to language teaching. The principle states that learners acquire a second language when they receive comprehensible input in situations where their affective filters are sufficiently low. The theoretical background of this principle consists of five hypotheses: the acquisition-learning, natural order, monitor, input, and affective filter hypotheses. The fundamental principle helps to resolve several problems in the professional literature, including the effectiveness of second language instruction and the effects of age on second language acquisition. The principal applied to pedagogy posits that any instructional technique that promotes second language acquisition does so by providing comprehensible input. This pedagogical principle can be applied to a variety of language teaching methods and settings, including the language classroom, the media, the language laboratory, subject matter teaching, and immersion programs. (RW)

ED 227 678 FL 013 540

Hamp-Lyons, Liz; Proulx, Greg
A Comparison of Two Methods of Teaching Advanced ESL Reading.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cloze Procedure; Comparative Analysis; *English (Second Language); Higher Education; Instructional Materials; *Reading Instruction; Second Language Instruction; Second Language Learning; *Teaching Methods

Two methods of teaching advanced English as second language reading were compared in a sample of 24 Asian college students who were non-native speakers of English. The subjects were divided into three matched groups, each with one of two different teachers using different teaching methods, but both using the same text. It was hypothesized that all students would show progress when pretest and posttest scores were compared and that there would be no significant differences in posttest scores. The groups received either traditional or skills-based reading instruction (Group A, Teacher 1, traditional treatment; Group B, Teacher 1, skills-based treatment; and Group C, Teacher 2, traditional treatment). The hypothesis was partially supported; however, the group that received skills-based instruction scored significantly higher on the posttest and showed greater progress from pretest to posttest. The results show that a skills-based approach to teaching reading is more effective than a traditional approach. It is concluded that choice of teaching method does affect student learning even when the same instructional materials are used. (RW)

ED 227 694 FL 013 565

From the Classroom to the Workplace: Teaching ESL to Adults.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87281-321-5
PUB DATE- Mar 83
CONTRACT- 400-82-0009
AVAILABLE FROM- Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Adult Students; Basic Skills; *English (Second Language); Literacy; Models; Program Design; Second Language Instruction; Second Language Programs; *Teaching Methods; Vocational Education

Guidelines for teaching English as a second language (ESL) are directed at teachers and teacher trainees. With an emphasis on teaching ESL quickly and efficiently to adults, the six chapters address teaching ESL to competencies, teaching ESL to nonliterate adults, vocational ESL, ESL instruction in the workplace, teaching ESL in the multilevel classroom, and coordinating and training volunteer tutors. Teaching methods, program designs, objectives, materials, and testing are among the topics considered. Each chapter includes suggested resources and reading. The appendix provides an outline of generic concerns and specific models for adult ESL. The six models presented are ESL for survival, literacy, basic skills, general vocational, occupation-specific, and home management. (RW)

ED 227 630 EC 151 080

Fink, Albert H. Ed.; Kokaska, Charles J. Ed.
Career Education for Behaviorally Disordered Students.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-138-2
PUB DATE- 83
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA ($14.95, Publication No. 261).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - General (020)
DESCRIPTIONS- *Career Education; Career Exploration; Community Resources; Definitions; Elementary Secondary Education; *Emotional Disturbances; Institutions; Parent Participation; Program Descriptions; *Program Development

Ten papers address topics in career education for students with behavior disorders. W. Morse points out "Problems and Promises," including problems with the definition and scope of career education and the needs for individualization and support systems. C. Kokaska and L. Cook in "Concepts and Definitions" offer insight on problems in defining behavior disorders with the absence of operational criteria. In a final paper, "Perspectives on Chronically Disruptive Students" in the first section, F. Wood and T. Kayser note the complex causation, and suggest components of effective educational planning. Five papers describe career education approaches to students with behavior disorders: "Considerations in Elementary Level Programming" (P. Sitlington and G. Clark); "Self Awareness and Career Exploration at the Junior High Level" (K. McCoy and R. Fritsch); "A High School Model for the Behaviorally Disordered: Focus on Career Education" (M. Fender and G. Wolff); "Project PISCES: An Experiential Approach" (T. Simek); and "Parental Involvement in Career Education" (S. Vasa). Two papers address career programming in special settings: "Career Education in Institutional Settings" (D. Knapczyk, R. Dever, J. Scibak); and "Career Education from a Community Perspective" (F. Menolascino, J. McGee, D. Eyde). (CL)

ED 227 645 EC 151 632

Proctor, Adele
Effects of a Wearable, Tactile Aid on Language Comprehension of Prelingual Profoundly Deaf Children.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Congenital Impairments; *Deafness; Early Childhood Education; Language Acquisition; Lipreading; *Sensory Aids; Speech Communication; *Tactual Perception

Factors influencing the use of nonacoustic aids (such as visual displays and tactile devices) with the hearing impaired are reviewed. The benefits of tactile devices in improving speech reading/lipreading and speech are pointed out. Tactile aids which provide information on rhythm, rate, intensity, and duration of speech increase lipreading and therefore facilitate gains in language comprehension. Reported are findings of a study in which a vibrotactile aid was used with five deaf children (9 months-6 years old). It is concluded that the aid appears to assist with social communication and in the localization of the sound source. (SW)

ED 227 662 FL 013 496

Brown, Gillian
Teaching the Spoken Language.
PUB DATE- 81
AVAILABLE FROM- Not available separately; see FL 013 493.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Adolescents; Communication (Thought Transfer); Communicative Competence (Languages); *English; Literacy; *Low Achievement; *Native Speakers; Secondary Education; *Speech Communication; Speech Instruction; Speech Skills; Speech Tests
IDENTIFIERS- Scotland

Issues involved in teaching and assessing communicative competence are identified and applied to adolescent native English speakers with low levels of academic achievement. A distinction is drawn between transactional versus interactional speech, short versus long speaking turns, and spoken language influenced or not influenced by written language. A program is being funded to test the spoken English ability of 16-year-old students in the lower 30 percent of the ability range in Scotland's secondary school system. It is suggested that testing should focus on ability to use transactional language in long conversational turns. Traditionally, spoken language is assessed against a highly literate norm rather than the ability to convey the information. However, if the communication of information is accepted as a skill which should be taught and tested, the test must be constructed in a way which permits the skill to be demonstrated, as in a task involving the communication of essential information. An important aspect of communicating information is the ability to establish and maintain reference in a transactional task. (RW)

ED 227 679 FL 013 541

Johnson, Dale D.; And Others

Studies of Vocabulary Development Techniques in the United States of America and the Republic of China. Program Report 83-4.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Chinese; *Comparative Analysis; Cross Cultural Studies; English; Intermediate Grades; *Native Language Instruction; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- Taiwan; Wisconsin

A collaborative research effort to investigate the relative strengths of selected vocabulary development techniques was conducted by the Wisconsin Center for Education Research and the Taiwan Provincial Institute for Elementary School Teachers' Inservice Education. Parallel studies of children in grades 4 through 6 compared the two prior knowledge strategies, semantic mapping and semantic feature analysis, with the method traditionally used in each country, contextual analysis (for the United States) and the general method (for China). The effect of test format on vocabulary test scores, and retention of vocabulary words were also explored. In the United States, the two prior knowledge approaches were more effective than the traditional contextual analysis method. In Taiwan, the traditional method was more effective, a result which may be attributed to the nature of written Chinese. The effects of test format on performance also differed in the two countries, with U.S. children performing better on the contextual analysis assessment format and Taiwanese children not showing differential performance levels. Finally, teaching strategy appeared to influence the degree of word retention in the United States but not in Taiwan. (Author/RW)

ED 227 695 FL 013 566

Oller, John W., Jr., Ed.
Issues in Language Testing Research.
REPORT NO.- ISBN-0-88377-217-5
PUB DATE- 83
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Cloze Procedure; English (Second Language); *Language Proficiency; *Language Research; *Language Tests; Research Methodology; *Second Languages; *Testing; Test Theory; Test Validity

Practical and technical aspects of language testing research are considered in 23 articles. Topical areas include: testing of general proficiency; the hypothesis of a single unitary factor accounting for reliable variance in tests; the structure of language proficiency; pros and cons of cloze testing; a new functional testing approach; and possible resolutions of the various controversies. Articles and authors include the following: "Evidence for a General Language Proficiency Factor: An Expectancy Grammar" (John W. Oller, Jr.); "Psychometric Theory and Language Testing" (John B. Carroll); "Models of Pronunciation Accuracy" (Edward T. Purcell); "Some Relations among Language Tests at Successive Ability Levels" (John A. Upshur and Taco J. Homburg); "The Cloze Procedure and Proficiency in English as a Foreign Language" (J. Charles Alderson); "A Closer Look at Cloze: Validity and Realiabiity" (James Dean Brown); "New Directions for ESL Proficiency Testing" (Hossein Farhady); "Psychometric and Edumetric Approaches to Language Testing" (Gary A. Cziko); "The Influence of Retesting on Test Affect" (Mary Lee Scott and Harold S. Madsen); "The Roles of Language in Educational Testing" (Virginia Streiff); "Language Proficiency and Academic Achievement" (Jim Cummins); "The Construct Validity of the FSI Oral Interview" (Lyle F. Bachman and Adrian S. Palmer); and "Compartmentalized and Integrated Control" (Adrian S. Palmer). (SW)

ED 227 631 EC 151 081

Haber, Lyn
Does Learning Disabled Equal Language Disabled?
PUB DATE- Jul 81
AVAILABLE FROM- Chicago Linguistic Society, The University of Chicago, Classics 314 A, 1050 E. 59th St., Chicago, IL 60637 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attention Deficit Disorders; *Comprehension; *Language Handicaps; *Learning Disabilities; Primary Education; Sentences

Twenty-nine learning disabled (LD) students in grades 1-4 were compared with non-LD students on comprehension of relative clauses. Ss were given baseline, 2-way, and 3-way reversible sentences to test comprehension and examine strategy differences. Results showed that LD students performed more poorly than non-LD students for all sentence types at each grade level. However, the question of whether LD necessarily involves a language deficit was not resolved because of the overlapping distribution of scores within each grade. The author suggests that attention deficits detected during testing may be responsible for some of the test scatter. (CL)

ED 227 632 EC 151 082

Jablon, Ann, Ed.; And Others
Working Papers in Experimental Speech-Language Pathology and Audiology.
City Univ. of New York, Flushing. Queens Coll. Dept. of Communication Arts and Sciences.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Aphasia; *Communication Disorders; Downs Syndrome; *Echolalia; Elementary Secondary Education; Emotional Disturbances; Exceptional Child Research; Hearing Impairments; *Language Acquisition; *Speech Therapy

Five papers describe clinical research completed by graduate students in speech-language pathology and audiology. The first study examines the linguistic input of three adults (a mother, teacher, and clinician) to a language impaired 8-year-old. The clinician's approach, less directive than that of the other two, facilitated spontaneous speech and increased the child's verbal responses. Study 2 demonstrated that a 10-year-old with Down's Syndrome could learn metalinguistic skills (the ability to think about and reflect on language) in a clinical setting. The third study investigated the relationship between an audiological test battery and self-assessment of 36 hearing impaired adults (50-70 years old). In the fourth study, the echolalic behavior of a 10-year-old emotionally disturbed child was analyzed over a 3-month period. The final study reports on an investigation of communicative abilities of eight adults with aphasia. (CL)

ED 227 646 EC 151 634

Title VI-Part B. Special Education: Preschool Incentive Grant RFP Project Profiles, FY 83.

Arizona State Dept. of Education, Phoenix.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Demonstration Programs; *Disabilities; *Preschool Education; *Program Descriptions; State Programs
IDENTIFIERS- *Arizona

The document contains profile sheets on seven programs serving handicapped preschoolers under the auspices of the Arizona Department of Education. Each sheet contains information on the project title, director, address, contact person, and a brief description. Sheets are provided on programs which include the Pendergast Developmental Preschool, the Preschool Cooperative, and Project Able. (SW)

ED 227 663 FL 013 497

Hatch, Evelyn
Discourse Analysis and Language Learning Summary of a Symposium .
PUB DATE- 81
AVAILABLE FROM- Not available separately; see FL 013 493.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Applied Linguistics; *Discourse Analysis; Language Research; *Second Language Learning; Speech Communication; Syntax

A symposium on discourse analysis and language learning is summarized. Discourse analysis can be divided into six fields of research: syntax, the amount of syntactic organization required for different types of discourse, large speech events, intra-sentential cohesion in text, speech acts, and unequal power discourse. Research on speech events and acts, conversational analysis, and text analysis is reviewed. In each of these areas of inquiry, applied linguists have been concerned with three issues: the system underlying discourse units, aspects of discourse which promote or impede second language learning, and the validity of instructional materials which give examples of natural speech and formal discourse. The symposium papers demonstrate the wide range of perspectives on discourse analysis. (RW)

ED 227 680 FL 013 542

Levin, Michael J.; Sweet, Nancy S.
Ancestry and Language in the United States: November 1979. Current Population Reports, Special Studies. Series P-23. No. 116.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Mar 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Age Differences; Census Figures; English; *Ethnic Distribution; Ethnic Groups; Ethnicity; Ethnic Origins; Immigrants; Language Skills; *Language Usage; *Literacy; Racial Differences; Tables (Data)

Information on the ancestry, languages, and literacy of the U.S. population based on data collected by the Bureau of the Census in 1979 is reported. Items surveyed include ancestry, country of birth of the individual and parents, citizenship, year of immigration, native language, language spoken in the home, ability to speak English, and ability to read and write any language. Eleven tables provide data on 49 ancestry groups by age and sex; selected social and economic characteristics of ancestry groups; language use and ability by age group; and literacy by age, race, nativity, and parentage. Appendices provide definitions and a discussion of the source and reliability of estimates. (RW)

ED 227 696 FL 013 567

Savignon, Sandra J.
Communicative Competence: Theory and Classroom Practice. Texts and Contexts in Second Language Learning. The Addison-Wesley Second Language Professional Library Series.
REPORT NO.- ISBN-0-201-06503-7
PUB DATE- 83
AVAILABLE FROM- Addison-Wesley Publishing Co., Reading, MA 01867.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Techniques; *Communicative Competence (Languages); Course Descriptions; Elementary Secondary Education; Higher Education; Instructional Materials; Language Arts; Language Attitudes; *Language Research; *Language Tests; *Learning Activities; *Linguistic Theory; *Second Language Instruction; Student Interests; Testing; Theater Arts

An introduction to the theoretical bases of communicative language teaching and a guide to building a second language program consonant with those theories are presented for classroom teachers and teachers in training. After examining the issues underlying recent developments in second language teaching, an overview is presented of the research field of second language acquisition and potential classroom applications. Additional topics include: teacher and student attitudes and ways of assessing learner needs in different contexts; approaches to syllabus design (structural, notational-functional, and situational), and guidelines for materials development and evaluation; learning activities based on the principles of communicative language teacher; learner errors and their treatment; and the fundamentals of language test theory, including examples of test items and suggestions for ways in which tests can be made more reflective of communicative language use. The collection of learning activities is organized into the following components that correspond to different factors of the language acquisiton process: language arts, language for a purpose, personal language use, theater arts, and beyond the classroom. Each chapter includes an annotated list of recommended books and articles for further reading and a series of questions and projects for further discussion and exploration. A glossary of specialized terms is also appended. (SW)

ED 227 647 EC 151 635

Title VI-Part B. Special Education: RFP Project Profiles, FY 83.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Demonstration Programs; *Disabilities; Elementary Secondary Education; *Program Descriptions; *State Programs
IDENTIFIERS- *Arizona

The document contains 32 profile sheets describing projects serving handicapped students under the auspices of the Arizona Department of Education. Information sheets include the program title, director's name, address, phone number, and a brief description of the program. Among the programs covered are the following: Arizona Child Find Project, Career Education Preparation and Experience Program, Far West Development Learning Center, Oral Language Development Program, and Work Experience for the Handicapped. (SW)

ED 227 664 FL 013 506

Bronstein, Arthur J.; Stewart, William A.
Applied Linguistics and the Responsibilities of the Urban University.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Applied Linguistics; *Curriculum Development; *Doctoral Degrees; Higher Education; Language Attitudes; *Language Variation; Linguistic Theory; *Nonstandard Dialects; Program Development; Research Needs; *Urban Language
IDENTIFIERS- *City University of New York; New York (New York)

The City University of New York is an ideal home for the doctoral training center in urban and applied linguistics since it is located in an area with a large number of non-English speakers demonstrating varied dialect forms, immigrant groups from many countries, and individuals representing all economic and social levels. In addition, there are many speakers of native New York City nonstandard and standard dialects of (American) English. This population provides the opportunity to study phonetic variants and language change, attitudes of native and other speakers, and the language of the performing arts centers. Thus far, a 1981 conference on careers for linguists has been conducted, and the program of study for the Ph.D. program is being developed. A series of working papers in applied and theoretical linguistics and a 1984 conference on research needs in applied linguistics are also being planned. The training program is being designed to encompass courses providing (1) a broad theoretical and applied linguistics base; (2) advanced and specialized study in applied and theoretical linguistics; (3) field methods study; and (4) a research thesis project in the field of specialization. A special program feature will include a series of colloquia by about five distinguished visitors per year. (SW)

ED 227 681 FL 013 544

Kramsch, Claire J.
Interaction in the Classroom: Negotiated Roles and Meanings.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Classroom Communication; Classroom Techniques; Communicative Competence (Languages); Higher Education; *Interpersonal Communication; Secondary Education; *Second Language Instruction; Teaching Methods
IDENTIFIERS- *Conversation

Research on communicative processes in classroom second language use is reviewed, and exercises for developing interactive skills and culturally appropriate conversational behavior are suggested. The inability of students to actively participate in the second language classroom is related less to deficient knowledge of form than to inability to manage the social and cultural context of classroom discourse. Traditional teacher and student roles give teachers complete control over communication, thus neglecting language used for natural communication. Exercises designed to encourage natural conversation in the high school or college classroom are described. The 19 exercises are built around three levels of increasing complexity: teacher and language oriented, partner centered, and topic/situation bound. They include such tasks as answering and addressing the teacher, constructing a topic through associations, addressing a fellow student, interrupting the lesson, capturing attention, showing understanding, asking for clarification, conducting an interview, and role playing conversations. (RW)

ED 227 648 EC 151 656

Fimian, Michael J.; Santoro, Theresa M.
Correlates of Occupational Stress as Reported by Full Time Special Education Teachers: II. Manifestations of Stress.
SPONS. AGENCY- Connecticut Univ. Research Foundation, Storrs.
PUB DATE- Apr 81
GRANT- 5171-000-22-0401-35
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Special Education Teachers; Stress Variables; Teacher Attitudes; *Teacher Burnout

This study reports the results of a state-wide (Connecticut) teacher stress survey conducted with 58 low-stress, 250 moderate-stress, and 57 high-stress special education teachers (total N = 365). Dependent variable ratings for the degree of intensity (How strong?) and the degree of frequency (How often?) of 38 emotional, behavioral, and physiological manifestations of job-related teacheer stress are reported. Results include: 1) the relative frequencies and means of the most frequently and strongest occurring of 38 emotional, behavioral, and physiological manifestations, and 2) statistically significant differences among high-, moderate-, and low-stress teacher groups for the 38 stress manifestations. Tables provide a statistical analysis of the results. (Author/DB)

FL

ED 227 665 FL 013 511

Perez, Ray S.; Horst, Donald P.
A Handbook for Evaluating ESEA Title VII Bilingual Education Programs.
InterAmerica Research Associates, Rosslyn, Va.; RMC Research Corp., Arlington, Va.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0598
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; Elementary Secondary Education; *Evaluation Methods; Guides; *Program Evaluation
IDENTIFIERS- Elementary Secondary Education Act Title VII

Practical guidelines and recommended approaches for designing and conducting evaluations of ESEA Title VII bilingual education programs are presented for program directors and evaluators. The three volumes include a guide to evaluation basics, a designers' manual, and a technical appendix. The first volume provides an overview of evaluation issues and procedures. The second volume discusses specific procedures involved in planning and conducting an evaluation, establishing baseline data, monitoring program operation, evaluating student outcomes, and preparing evaluation reports. Forms and worksheets are included. The technical appendix is a collection of articles on such topics as test characteristics and theoretical justifications of evaluation procedures, as well as copies of evaluation worksheets. (RW)

ED 227 682 FL 013 545

Coad, Cynthia P.
Development, Implementation and Evaluation of a Vocational English-as-a-Second Language Program for Limited English Proficient Adults.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTIONS- Business Skills; Community Colleges; *Curriculum Development; *English (Second Language); Higher Education; Immigrants; Industrial Arts; Language Skills; Lesson Plans; *Limited English Speaking; Program Development; Program Evaluation; Program Implementation; Refugees; Second Language Instruction; Shop Curriculum; Student Evaluation; *Vocational Education
IDENTIFIERS- California (Orange)

A project to develop, implement, and evaluate a vocational English as a second language program for limited English proficient (LEP) adults is described. The major concern of North Orange County Community College District, California, was to serve the vocational education needs, and vocational English need in particular, of the limited English speaking immigrants and refugees who have a variety of language, educational, and cultural backgrounds. Literature reviews on the following topics are included: remedial education, research, questionnaires in research, vocational English instruction for LEP, program design, curriculum, program implementation and evaluation, and faculty of English as a second language. Questionnaires on vocational language programs were administered to vocational instructors of LEP adults and program coordinators of language programs in five educational institutions for adults. The following program materials were developed: a master plan, the curriculum, general and daily lesson plans, and instructional materials. Evaluation was undertaken with a standardized English proficiency test for LEP adults. Additional evaluation criteria were acceptance into vocational programs or college or university programs, and attainment of certificates. Vocational English as a second language (VESL) curricular content was developed to correlate with competency-based criteria of current vocational training programs, specifically machine shop and business skills. Additional materials include analysis of program results, sample questionnaires, evaluation criteria, VESL program descriptions, instructional plans, daily lesson plan samples, a student referral, and about 135 references. (SW)

ED 227 697 FL 013 568

Alatis, James E.; And Others
The Second Language Classroom: Directions for the 1980's.
REPORT NO.- ISBN-0-19-502928-3
PUB DATE- 81
AVAILABLE FROM- Oxford University Press, 200 Madison Ave., New York, NY 10016 ($8.95 paper, $14.95 cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Affective Measures; Cognitive Style; Communicative Competence (Languages); *Instructional Materials; Language Research; *Second Language Instruction; *Second Language Learning; Student Characteristics; Teacher Education
This text is a compilation of articles focusing on second language teaching, second language learning, and learning materials. Written in honor of Dr. Mary Finocchiaro, it epitomizes her work in the field of language teaching by presenting both theory and practice in the second language classroom. The articles include (1) "What is Second Language Teaching?" (Howard Altman); (2) "Effective Language Teaching: Insights from Research" (Robert Politzer); (3) "The Relationship of Second Language Learning to Second Language Teaching" (G. Richard Tucker); (4) "The Preparation of Second Language Teachers in the 1980's" (Helen Jorstad); (5) "The Holistic Approach to Second Language Education" (Renzo Titone); (6) "Language Learners as Individuals: Discovering Their Needs, Wants, and Learning Styles" (Wilga Rivers and Bernice Melvin); (7) "Effective Second Language Acquisition: Insights from Research" (Stephen Krashen); (8) "Affective Factors in Second Language Learning" (H. Douglas Brown); (9) "Communicative Language Teaching and Learning: Toward a Synthesis" (H.H. Stern); (10) "Learning for Communication: Practical Considerations" (Virginia Allen); (11) "The Evaluation of Second Language Learning" (Rebecca Valette); (12) "Optimal Language Learning Environments" (Marina Burt and Heidi Dulay); (13) "Issues in Second Language Syllabus Design" (Henry Widdowson and Christopher Brumfit); (14) "Learners'" Needs and the Selection of Compatible Materials" (Frederick Jenks); (15) Materials Design: Issues for the 1980's: An American Point of View (Robert Lado); (16) Materials Design: Issues for the 1980's: A European Point of View" (L.G. Alexander); and (17) Media in the Second Language Program: Forms and Uses for the Eighties" (Reinhold Freudenstein). (NCR)

ED 227 633 EC 151 089

Breslau, Naomi
The Impact of Childhood Disability on Black and White Families.
SPONS. AGENCY- Cleveland Foundation, Ohio.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Cerebral Palsy; Elementary Secondary Education; *Emotional Adjustment; *Family Relationship; Mother Attitudes; Multiple Disabilities; *Physical Disabilities; *Racial Differences; *Stress Variables

Home interviews were given to 369 families of children (3-18 years old) with cystic fibrosis, cerebral palsy, myelodysplasia, and multiple physical handicaps to determine the impact of childhood disability on families. Results were compared with those of 465 control families who had one or more non-handicapped children in that age range. A cross sectional model was used to analyze results according to four successive outcomes of child disability: family cohesion, maternal distress, family repertoire of activities, and mastery. Results suggested that child disability did not directly influence maternal distress, but did indirectly affect distress via family repertoire and mastery. Results supported the hypothesis that a disabled child in the home has a significant negative effect on family repertoire of activities, which in turn affects the mother's sense of her mastery. A lack of mastery, in turn, is associated with distress. The overall picture of the interplay among variables was somewhat different for white and black families. The effect of childhood disability on family variables and on mastery was 3.5 times greater for black than for white mothers. (CL)

ED 227 649 FL 013 374

Ingram, D. E.
New Approaches to Language Testing.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Adults; Comparative Analysis; English (Second Language); Evaluation Methods; Foreign Countries; *Language Proficiency; *Language Tests; Secondary Education; Second Language Learning; Second Language Programs; Student Evaluation; Testing; Test Reliability; Test Validity
IDENTIFIERS- Australia; *Australian Second Language Proficiency Ratings; Foreign Service Institute Interview

The role of different types of testing instruments in second language programs is discussed. Knowledge-based tests, including discrete-point and integrative tests are contrasted with direct tests, including the Foreign Service Institute Scale and the Australian Second Language Proficiency Ratings (ASLPR). The ASLPR is described in detail in terms of its development, levels, tasks, parameters, uses, and formal trials. The ASLPR was originally developed to measure the proficiency of adult English as second language learners and then expanded for use with adolescents and other languages. The ASLPR is valid, reliable, and suitable for the measurement of general proficiency, while other instruments may be more appropriate for various other testing objectives. Other uses for language proficiency tests in second language programs include obtaining a quick group measure of proficiency, measuring special purpose proficiency; measuring summative evaluation of course attainment; and for student placement, diagnosis of student strengths and weaknesses, program evaluation, and test validation. (RW)

ED 227 666 FL 013 523

Overview to Bilingual Program Evaluation. Leader's Guide. Bilingual Evaluation Technical Assistance Workshop I.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education Programs; Learning Activities; *Program Evaluation; Teaching Guides; Technical Assistance; Training Methods; *Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

A leader's guide for the workshop on the overview of bilingual program evaluation is presented, accompanied by a participant's handbook and a workshop text. The evaluation overview workshop is the first of five 4-hour evaluation workshops designed to meet the basic information needs of teachers and administrators with little knowledge of evaluation procedures or evaluators and researchers who are unfamiliar with bilingual education programs. The other workshops cover evaluation design, student testing and assessment, implementation evaluation, and evaluation management. The leader's guide provides guidelines for workshop preparation, room arrangement, and scheduling as well as scripts for introducing and conducting workshop activities. Three activities are described: identifying problems in the simulated bilingual program, identifying different perspectives on the evaluation process and appropriate methodologies, and reviewing the steps in planning a bilingual evaluation. (RW)

ED 227 634 EC 151 090

Corrado, Thomas J.; Colfer Mary Ellen

Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education. Disabled Student Project.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Accessibility (for Disabled); Ancillary School Services; Audiovisual Aids; College Students; *Disabilities; Helping Relationship; Mobility Aids; *Multiple Disabilities; *Physical Disabilities; *Sensory Aids; Student Needs; Two Year Colleges; *Vocational Education

The use and value of 36 special accommodations for 171 disabled students enrolled in occupational education programs at 19 New York State two-year colleges were studied. Students were surveyed regarding the use/importance of various services/equipment using the Instructional Accommodations Inventory. The predominant type of disabled student was the mobility disabled (40%), followed by the multiply disabled (19%), and the hearing disabled (12%). The remaining 29% had visual, learning, emotional, and speech disabilities. Findings include the following: 1) the typical disabled student in the sample was over 21 years old, not employed, and enrolled full-time in day classes; 2) both males and females preferred business and office education; 3) time limits on exams was the most frequently reported instructional problem; 4) better notetaking skills was seen as a priority need; 5) most disabled students had never used many of the accommodations; 6) the accommodations with the highest percentages of use included extra personal help, tutors, and tape recorders; and 7) the accommodations given the highest ratings on importance were those with an interpersonal, or human contact, component. Appended are 1) a list of federal definitions of the handicapped, 2) the Instructional Accommodations Inventory, 3) definitions of instructional accommodations, and 4) a summary of student comments. (SEW)

ED 227 667 FL 013 524

Overview to Bilingual Program Evaluation. Participant's Handbook.
Bilingual Evaluation Technical Assistance Workshop I.
California Univ., Los Angeles. Center for the Study of Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Bilingual Education Programs; Evaluation Methods; Guides; Instructional Materials; Learning Activities; *Program Evaluation; Technical Assistance; *Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

A participant's handbook for the workshop on an overview of bilingual program evaluation provides instructions and worksheets for the workshop activities. The handbook is accompanied by a workshop text. The workshop is the first of five 4-hour evaluation workshops designed to meet the basic information needs of teachers, administrators, evaluators, and researchers involved in bilingual education. The objectives are to inform participants about the decision-facilitation model of evaluation, features of bilingual education programs in comparison to other programs, and methodological issues in conducting a bilingual evaluation. The other four workshops cover evaluation design, student testing and assessment, implementation evaluation, and evaluation management. The workshop activities involve identifying problems in the simulated bilingual program, identifying different perspectives on the evaluation process and appropriate methodologies, and reviewing the steps in planning a bilingual evaluation. (RW)

ED 227 650 FL 013 430

Brown, Dennis; And Others
ESL: Integration of English, Reading and Speech.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Students; College Second Language Programs; *College Students; *Communicative Competence (Languages); Community Colleges; *English (Second Language); Higher Education; *Reading Skills; Second Language Instruction; Speech Communication; *Writing Skills
IDENTIFIERS- *El Paso Community College TX

The English as a second language (ESL) programs at El Paso Community College, Texas, are described. The ESL curriculum focuses on speaking, listening, reading, and writing; and attempts to integrate ESL English, reading, and speech into comprehensive language development programs. The basic competence program of the ESL curriculum consists of four levels, with three tracks. The levels reflect a progression in language acquisition according to difficulty and complexity. The first track emphasizes an analytical focus on the structure of English. The second track emphasizes listening, speaking, reading, and writing through repetition, dialogues, and other techniques. The third track concentrates on reading. A second program is the bilingual equivalency option, which consists of English composition, reading, and speech. This option is designed for bilingual students who have basic language competence but require further development in English rhetoric, vocabulary acquisition at the college level, and creative writing. The ESL reading courses were designed to meet the needs of students with limited English ability who were having difficulty in basic reading and study skills courses. For the ESL curriculum, a high priority is placed on scheduling courses that meet student needs. Course descriptions in English and Spanish and a list of tests for each course are appended. (SW)

ED 227 635 EC 151 091

Bersell, Gary L.; Balliet, Tom

Learning Disabilities: Program Evaluation. Progress Report 1980-1981 and Learning Disabilities: Program Evaluation. Progress Report 1981-1982.

Janesville Joint District 1, Wis.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Attitude Change; Computer Programs; Elementary Secondary Education; *Evaluation Methods; Full Time Equivalency; *Learning Disabilities; Mathematics Achievement; *Program Evaluation; Reading Achievement; *Student Evaluation

The plan for the evaluation of Janesville, Wisconsin, Public Schools Learning Disabilities Program is presented, along with 1980-1981 and 1981-1982 findings, and supplementary data and forms. The proposed evaluation model, which includes evaluation dimensions, evaluation procedures, and desired outcomes, is presented. The program is reviewed in terms of district-wide consistency for the following dimensions: referral procedures, education evaluations, identification standards, the individualized education program process, terminology, full-time equivalency (FTE), and materials. In addition, attention is directed to data gathering and statistical analysis of student achievement; student, teacher, and parent attitudes; and elements of the computer program used for the evaluation. Data are also presented regarding the following outcomes: normal growth rates; normative data for the Wide Range Achievement Test; class using FTE and per-pupil cost; and data by school on FTE, IQ, and test scores. Student rating forms are also included. (SEW)

Piper, Terry Hull; Leicester, P. F.

Word Association Behavior as an Indicator of English Language Proficiency.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Associative Learning; *Comparative Analysis; *English; Higher Education; *Japanese; Language Proficiency; Second Language Learning; Word Recognition

The behavior of native English speakers and Japanese English as second language (ESL) learners on word association tasks was investigated. Research has shown that Japanese adults respond in Japanese in an identifiably different way than English speaking adults respond in English, and that native English speaking children demonstrate a developmental shift in word association behavior. It was hypothesized, therefore, that ESL learners would acquire English word association behavior as a function of acquiring English language proficiency. In association to nouns, verbs, and adjectives, significant differences were found between beginning ESL learners and native speakers but not between advanced ESL learners and native speakers for adjectives and verbs. No significant differences were found among the groups for nouns. It is concluded that word association behavior shows potential as an indicator of more generalized language proficiency. (Author/RW)

ED 227 668 FL 013 526

Planning for Evaluation Design: Basic Concepts of Design. Leader's Guide. Bilingual Evaluation Technical Assistance Workshop II.
California Univ., Los Angeles. Center for the Study of Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education Programs; Evaluation Methods; Learning Activities; *Program Evaluation; Teaching Guides; Technical Assistance; Training Methods; *Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

The first part of the leader's guide for the workshop on bilingual program evaluation design is presented. The two-part guide is accompanied by a participant's handbook and a workshop text. The evaluation design workshop is the second of five 4-hour workshops designed to meet the basic information needs of teachers and administrators with little knowledge of evaluation programs. The other workshops cover an overview of evaluation, student testing and assessment, implementation evaluation, and evaluation management. The leader's guide provides guidelines for workshop organization and preparation, room arrangement, and scheduling as well as scripts for introducing and conducting workshop activities. The five activities described in the first part focus on basic design concepts and cover identifying threats to evaluation validity, identifying the necessary questions, specifying implementation and outcome questions, and making the transition from instrumentation to data analysis. (RW)

ED 227 698   FL 013 569

Finocchiaro, Mary; Brumfit, Christopher
The Functional-Notional Approach: From Theory to Practice.
REPORT NO.- ISBN-0-19-434106-2
PUB DATE- 83
AVAILABLE FROM- Oxford University Press, 200 Madison Ave., New York, NY 10016
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication Skills; *Communicative Competence (Languages); Language Research; Linguistic Theory; *Notional Functional Syllabi; *Second Language Instruction; Teaching Methods

Both the theoretical basis of functional-notionalism and its practical classroom applications are discussed in this text. The major characteristic of the functional-notional approach to language teaching is a sensitivity to the individual needs of students. Based on the idea that the ability to use real, appropriate language to communicate with others is the primary goal of most foreign language learning, the design of a functional-notional curriculum contributes to the goal of communication and interaction from the first day of study. Major emphasis is placed on the communicative purposes of a speech act. Featured in the text are (1) a historical overview of language learning and teaching, (2) definitions of terms, (3) characteristics of the approach, (4) lists of functions and notions, (5) step-by-step techniques, (6) communicative activities, (7) the role of grammar, and (8) evaluation procedures. Discussion is included of general methodology and strategies that have been found most effective in helping learners use the language appropriately in a variety of real-world situations, as well as reading, writing, and grammar instructional techniques. (NCR)

ED 227 683 FL 013 547

Cummins, Jim
Interdependence and Bicultural Ambivalence: Regarding the Pedagogical Rationale for Bilingual Education.
National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-80-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; *Bilingual Education; Cultural Background; *Cultural Isolation; Elementary Secondary Education; English (Second Language); Ethnic Groups; Language Attitudes; *Language Proficiency; *Minority Groups; *Second Language Learning

The debate over the past decade about the pedagogical effectiveness of bilingual education and the research evidence are reviewed. The case for bilingual education rests on the assumption that because children cannot learn in a language they do not understand, they will fall behind academically in programs taught only in that language. Against bilingual education is the argument that, if children are provided less instruction in English, they will achieve less in English academic skills. A large quantity of methodologically sound research on bilingual education refutes both positions. On the one hand, under some conditions both minority and majority students make good progress in programs taught only in the second language, while, on the other hand, the vast majority of bilingual program evaluations show no relationship between time spent with the majority language and achievement in that language. Research data indicate that first and second language academic skills are interdependent for manifestations of a common underlying proficiency. Poor school performance of minority group children may be linked to ambivalence or hostility toward the majority culture group and negative feelings about the minority language and culture. Effective bilingual programs can validate minority children's language and cultural backgrounds while reducing ambivalence toward the majority language and culture. (SW)

ED 227 699 FL 013 570

Dulay, Heidi; And Others
Language Two.
REPORT NO.- ISBN-0-19-502552-0
PUB DATE- 82
AVAILABLE FROM- Oxford University Press, 200 Madison Ave., New York, NY 10016 ($10.95 paper, $14.95 cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- Age; Error Analysis (Language); Language Acquisition; Language Research; *Learning Processes; *Linguistic Theory; Personality Traits; Second Language Instruction; *Second Language Learning

In this course text on second language acquisition, the latest research of Halle and Chomsky, Lenneberg, Hatch, Larsen-Freeman, Dulay and Burt, and Krashen is presented. The text covers such topics as the effects of environment, age, and personality on second language acquisition; the role of the first language; and error analysis. Enough has been learned from the research to suggest that the learner's contribution to the whole learning process has been highly underestimated, and that a knowledge of these contributions can help improve current teaching practices. Theory is related to practice by the presentation of information on curriculum planning and classroom procedures. The chapters include: The Language Environment, Internal Processing, Effects of Personality and Age on Second Language Acquisition, The Role of the First Language, Transitional Constructions, Errors, Acquisition Order, Special Constructions, Aspects of Second Language Research Methodology, and From Research to Reality: Implications for the Teacher. Study questions and suggestions for further research follow each chapter. It is intended that the information about natural learning processes will help teachers devise effective lessons and develop materials that enhance natural development tendencies. (NCR)

ED 227 684 FL 013 549

Di Pietro, Robert J.

The Concept of Personal Involvement in Foreign Language Study.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Communicative Competence (Languages); Higher Education; Interaction; *Role Playing; *Second Language Instruction; *Teaching Methods

A foreign language teaching approach that develops communicative competence is described. Strategic interaction promotes a sense of community among students while involving both the individual learner and the teacher. The main organizational device of strategic interaction is the scenario, in which the teacher proposes a theme that challenges students to communicate and to invest their egos in the interaction. Students work in small groups to fulfill the communicative task, with each student having the option to serve as a group spokesperson or to contribute to the task in a less public way. More ego involvement is possible because the student has a genuine choice as to the level of participation. Guidelines for the selection of themes from the media and from personal experience are offered along with examples of role playing scenarios. It is concluded that language used for genuinely communicative purposes is the language best learned. (RW)

ED 227 700 FL 013 571

Rivers, Wilga M.; Temperley, Mary S.
A Practical Guide to the Teaching of English as a Second or Foreign Language.
REPORT NO.- ISBN-0-19-502210-6
PUB DATE- 78
AVAILABLE FROM- Oxford University Press, 200 Madison Ave., New York, NY 10016 ($9.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- *Communication Skills; *English (Second Language); Grammar; Listening Comprehension; Pronunciation; Reading Comprehension; Second Language Instruction; *Speech Communication; *Teaching Methods; Writing (Composition); *Writing Skills

This text, designed for future teachers of English as a second or foreign language, considers language teaching methodology in the light of recent research in psychology and linguistics. Many aspects of language learning that contribute to effective language use are discussed: oral communication, pronunciation, grammar instruction, listening comprehension, reading comprehension, and writing. The chapters in the first section on communicating deal with structured interaction, autonomous interaction, listening, oral practice for the learning of grammar, and teaching the sound system. The chapters in the second section on the written word discuss purposes and procedures for reading, from dependence to independence in reading, the nuts and bolts of written exercises, and flexibility and expression in writing. Each chapter begins with a theoretical discussion that is immediately followed by numerous examples and practical exercises. Tables of phonemic symbols and transcribing alphabets are appended along with an extensive bibliography. (NCR)

ED 227 685 FL 013 550

Ochoa, Alberto M.
Equality of Educational Opportunity for National Origin Minority Students.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Civil Rights; Compliance (Legal); Court Litigation; Educational Legislation; Educational Opportunities; *Equal Education; Laws; *Limited English Speaking; *Minority Groups
IDENTIFIERS- California

The legal bases of federal and state requirements for addressing the linguistic and academic needs of national origin minority students are reviewed. A national origin minority student is defined as one whose home language is other than English and who is not performing up to district standards of proficiency. The legal milestone leading to requirement of educational services for minority students, the educational issues raised by the Lau v. Nichols decision, the minimum educational services for minorities required under the Lau remedies, issues raised in regard to minority educational rights over the past 7 years, and California statutes supporting the educational needs of minority students are discussed. In conclusion, the law requires equality of educational opportunity for minority students, but the operation of this principle and compliance with the law have been addressed only within the last 5 years. (RW)

ED 227 701 FL 013 572

Staton, Jana
Dialogue Journals: A New Tool for Teaching Communication.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communication Skills; Deafness; *English (Second Language); Language Research; Second Language Learning; Teaching Methods; Writing (Composition); *Writing Skills
IDENTIFIERS- *Dialogue Journals

Dialogue journals are discussed as a valuable component in developing writing and reading competence in both first and second language classes. A simple way for students to carry on a private written conversation with their teachers, journals may be written in daily or weekly for the entire year or course. Both student and teacher agree to write back and forth in a bound composition book about topics of interest to each of them. Not only is the teacher no longer responsible for thinking up topics for writing, but it has been found that the topics include a wide range of academic, interpersonal, and personal concerns. Both students and teacher are free to use the full range of language functions characteristic of face-to-face conversation, including questions, complaints, promises, denials, and apologies. It is suggested that although dialogue journals involve written language, the content and structure of this kind of discourse is more like face-to-face communication than like traditional school essays or reading texts. Examples of journal entries from children and adults studying English as a second language and from deaf students studying English are included. (NCR)

ED 227 686 FL 013 551

Giron, Robert LeRoy
Chicano Spanish: Cross Hispanic Language Attitudes toward Specific Lexical Items.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Dialect Studies; *Language Attitudes; *Language Variation; Regional Dialects; Sociocultural Patterns; Socioeconomic Status; Sociolinguistics; *Spanish; *Vocabulary
IDENTIFIERS- *Chicano Studies

A study was undertaken to gather attitudes of Spanish-speakers toward specific types of Chicano Spanish dialect lexical items. Reactions were randomly taken from 11 Latin American students who attended Southern Illinois University at Carbondale during the 1975 spring semester; 20 Mexican residents of Ciudad Juarez, Mexico, who attended English as a second language classes at El Paso Community College during the 1977 spring semester; and 20 Chicanos of El Paso who attended El Paso Community College during the 1977 spring semester. The respondents were asked to react to lexical items in a bilingual list of sentences and to provide a synonym to the lexical item. They were then asked questions designed to evaluate their linguistics sensitivity or awareness. They were also given a personal data sheet. The data collected demonstrated that both Mexicans and Chicanos recognize a Chicano Spanish dialect. The responses clearly show Chicano Spanish to be stigmatized by Mexicans, whereas Latin Americans are more receptive to this dialect. Chicanos appear willing to accept and use the dialect although some socio-linguistic stigma is associated with it. (Author/AMH)

ED 227 636 EC 151 093

Palmer, John T.

Development as a Lifetime Activity: Career Education for Physically Disabled Students.

Human Resources Center, Albertson, N.Y.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 80
GRANT- 15-P-59039-2-04
AVAILABLE FROM- Human Resources Center, Searingtown Rd., Albertson, NY 11507.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Awareness; *Career Education; Career Exploration; Daily Living Skills; Developmental Stages; Elementary Secondary Education; Interpersonal Relationship; Personal Autonomy; *Physical Disabilities; Self Concept; *Severe Disabilities; Special Schools

Career education for the severely physically disabled in grades kindergarten through 12 is offered by Human Resources Center, Albertson, New York. The center views career education as a broad developmental process and is responsive to the individual's current developmental stage and experiential background. The development process of the severely physically disabled differs from the person without disabilities. The element of personal responsibility for career choices is an essential ingredient for the disabled person's attainment of personal satisfaction. Three important themes for career education for the severely disabled are self-concept, decision making as it relates to independence, and career awareness needs. It is important to emphasize the strengths of the individual, although the significant others in the life of the disabled individual may often convey an attitude that the disabled person is sick. The center's kindergarten through eighth grade career education program is infused into the regular school curriculum, while for grades 9 through 12, 10-week group guidance programs are provided. Additional components are a speakers' bureau, business ventures, field trips, work experience, an independent living skills curriculum, and research studies. Various publications and audiovisual materials are also published by the center. (SEW)

ED 227 652 FL 013 474

Bensoussan, Marsha; Ramraz, Rachel
The Fill-In Test: Combining Multiple-Choice and Modified Cloze Techniques to Test English as a Foreign Language Reading Comprehension.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cloze Procedure; Comparative Analysis; *English (Second Language); Higher Education; *Language Tests; *Multiple Choice Tests; *Reading Comprehension; Reading Tests; Test Format

The fill-in-test, a modified version of the cloze procedure, is relatively easy to construct, is easier to score than the cloze procedure, and yields a greater number of questions per line of text than the conventional multiple choice comprehension test. The fill-in-test is constructed by inserting blank spaces into a text and providing a number of alternative responses for filling in each blank. Statistical analysis comparing the fill-in test with multiple choice and cloze tests showed that the three formats yield similar results. Four comparisons were conducted of these test formats with Israeli university students and applicants. The fill-in test is intended to provide an additional multiple choice technique as part of a test battery, not to replace conventional multiple choice tests. The appendices include copies of the tests used in the study. (Author/RW)

ED 227 669 FL 013 527

Planning for Evaluation Design: Basic Concepts in Design. Participant's Handbook. Bilingual Evaluation Technical Assistance Workshop IIA.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Bilingual Education Programs; Evaluation Methods; Guides; Instructional Materials; Learning Activities; *Program Evaluation; Technical Assistance; *Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

A participant's handbook for the workshop on basic concepts in evaluation design provides instructions and worksheets for the workshop activities. The handbook is accompanied by a workshop text. The workshop is the second of five 4-hour evaluation workshops designed to meet the basic information needs of teachers, administrators, evaluators, and researchers involved in bilingual education. The other four workshops cover an overview of bilingual program evaluation, student testing and assessment, implementation evaluation, and evaluation management. The five workshop activities involve (1) identifying the threats to validity inherent in a simulated bilingual evaluation, (2) formulating the necessary evaluation questions for bilingual programs, (3) distinguishing between evaluation questions that address program implementation and outcomes, and (4) creating a sampling and implementation plan for evaluation questions (RW)

ED 227 653 FL 013 476

La Ví Nou O Zetazini. Your New Life in the United States.
PUB DATE- 82
LANGUAGE- Haitian Creole; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Acculturation; Adults; *Daily Living Skills; *Haitians; *Immigrants; North American Culture; *Orientation Materials

A guide to aspects of life in the United States is presented in Haitian Creole with concurrent English translations for recent immigrants. The guidelines address housing, employment, education, medical care, travel and communication, finances, and community services. Under each of these categories, details are provided on such topics as household fixtures and appliances, applying for employment, filling prescriptions, transportation modes, use of the telephone, and U.S. coins and currency. Numerous photographic illustrations are provided. (RW)

ED 227 637 EC 151 094

Stieglitz, Maria N.; Cohen, James S.
Career Education for Physically Disabled Students: A Bibliography.
Human Resources Center, Albertson, N.Y.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 80
GRANT- 15-P-59039-2
AVAILABLE FROM- Human Resources Center, Searingtown Rd., Albertson, NY 11507 ($11.45).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Career Counseling; *Career Education; *Curriculum Development; Education Work Relationship; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Job Placement; *Job Satisfaction; Occupational Information; *Physical Disabilities; Program Evaluation; Research; School Business Relationship; *Vocational Education; Vocational Interests

The bibliography contains over 3,000 citations on all aspects of career education and provides a frame of reference to adapt programs for the physically disabled. Sources were derived from the Educational Resources Information Center (ERIC) system, Dissertation Abstracts International (1972-1977), Education Index (1971-1977), and various public and private sector publications. The following major areas are covered: the theory of career education, curriculum, participants in career education programs, program evaluation, a survey of research, vocational educational, occupational information, career counseling and staff roles, job placement, world of work, and the case for career education. The curriculum section is divided into the following subsections: general, elementary, junior high, senior high, college, specific academic areas, physically disabled, minorities, intellectually gifted, deaf, educable mentally retarded, other countries, business ventures, resource materials, and electronic media and computers. The section on participants includes references on teacher inservice training, parents, the community, and business. Research areas include: career maturity, attitudes, self-image and personality, interest and motivation, vocational preference and choice, job status, values, women, sex roles, testing and instrumentation, and job satisfaction. References are arranged alphabetically by author within each topic area and usually include author, title, date, and source. (SEW)

Finocchiaro, Mary; Sako, Sydney
Foreign Language Testing: A Practical Approach.
REPORT NO.- ISBN-0-88345-362-2
PUB DATE- 83
AVAILABLE FROM- Regents Publishing Company, Inc., 2 Park Ave., New York, NY 10016 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Achievement Tests; *Aptitude Tests; Communicative Competence (Languages); *Diagnostic Tests; English (Second Language); Language Skills; *Language Tests; Listening Comprehension; Reading Comprehension; *Second Languages; Teacher Made Tests; Teacher Role; *Test Construction; Testing Problems; Test Items; Test Reliability; Test Validity; Writing Skills

This text on foreign language testing provides an overview of testing principles, problems, and practices, and examines the multiple roles of the classroom teacher, as well as the construction and scoring of more formal language tests. The following types or foreign language tests are distinguished: achievement or attainment tests, proficiency tests, diagnostic language tests, and aptitude tests. The importance of validity, reliability, comprehensiveness, and practicality in preparing and using foreign language tests is also considered. Student measurement, instructional evaluation, and curriculum evaluation are identified as uses of language test results. The importance of determining test objectives for formal tests is addressed. Formal language tests include language aptitude tests, specialized terminology tests in special purpose courses, language behavior tests, communicative competence tests, and translation tests. The following additional topics are addressed: the preparation of alternate forms, pretesting and posttesting, special grading systems used in achievement tests, grading systems for proficiency tests, and writing a test manual. Appended materials include a test administration manual for listening and reading comprehension of English for speakers of other languages; examples of test items; and a bibliography of books and articles, periodicals and reports, organizations, test publishers, and tests (with information on each test). (SW)

ED 227 687 FL 013 552

Roby, Wallace R.
The 1981-82 Evaluation of the Title VII Bilingual Program, Project Cumbre.
Hartford Public Schools, Conn.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; *Bilingual Education Programs; Elementary Education; *Hispanic Americans; Language Skills; Limited English Speaking; Mathematics Achievement; *Program Evaluation; Reading Skills
IDENTIFIERS- Connecticut (Hartford)

Project Cumbre, the bilingual education program at the Ann Street Bilingual School in Hartford, Connecticut, was evaluated for the 1981-82 school year. The school was attended by 279 students in kindergarten through grade 6, of whom the majority were Hispanic. The participants, program, and objectives are described. Results are reported on (1) kindergarten oral language and basic concepts, (2) grades 1 through 6 oral language skills, (3) grades 2 through 6 Spanish reading and math, (4) grades 3 through 6 English reading and math, (5) reading and math progress of graduates, (6) followup of Project Cumbre graduates, (7) comparison of project participants with mainstream Hispanic students, (8) recordkeeping of minimum competencies, and (9) parent involvement. A 4-year summary of Project Cumbre's progress is presented. Overall, the students showed great progress in oral language skills and reading but did not perform as expected in math. Recommendations are made regarding expansion of reading instruction, review of the approach to math instruction, and acquisition of data on Hispanic mainstream students. (RW)

ED 227 670 FL 013 528

Planning for Evaluation Design: Selecting Evaluation Designs for Bilingual Programs. Leader's Guide. Bilingual Evaluation Technical Assistance Workshop II.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education Programs; Evaluation Methods; Learning Activities; *Program Evaluation; Teaching Guides; Technical Assistance; Training Methods; *Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

The second part of the leader's guide for the workshop on bilingual program evaluation design is presented. The two-part guide is accompanied by a participant's handbook and a workshop text. The evaluation design workshop is the second of five 4-hour workshops designed to meet the basic information needs of teachers, administrators, evaluators, and researchers involved in bilingual education. The other workshops cover an overview of evaluation, student testing and assessment, implementation evaluation, and evaluation management. The leader's guide provides suggestions for workshop organization and preparation, room arrangement, and scheduling as well as scripts for introducing and conducting workshop activities. The three activities described in the second part focus on election of evaluation designs for bilingual programs and cover identifying implied comparisons, selecting designs, and designing an evaluation. (RW)

ED 227 654 FL 013 477

Escobar, Vivian; And Others
Su Nueva Vida en los Estados Unidos. (Your New Life in the United States).
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
PUB DATE- 81
LANGUAGE- Spanish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Acculturation; Adults; *Daily Living Skills; *Hispanic Americans; *Immigrants; North American Culture; *Orientation Materials; Spanish Speaking

An illustrated guide to aspects of life in the United States is presented in Spanish for recent Hispanic arrivals. The guidelines address such topics as resettlement agencies, community relations and national customs, the U.S. government, local and long distance transport, mail and telephone communication systems, employment practices, the educational system, types of housing, medical care, money and banking, taxation, insurance, consumer education and protection, and the legal and law enforcement systems. A directory of important national, local, and emergency telephone numbers is appended. (RW)

ED 227 671 FL 013 529

Selecting Evaluation Design: Participant's Handbook. Bilingual Evaluation Technical Assistance, Workshop IIB.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 80
AVAILABLE FROM- Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, CA 90024.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Bilingual Education Programs; English (Second Language); Evaluation Criteria; *Evaluation Methods; Language Proficiency; *Language Tests; Limited English Speaking; Program Effectiveness; *Program Evaluation; *Workshops

This participant's handbook for a workshop on selecting evaluation designs for bilingual programs presents group activities to facilitate learning about the selection process. The objectives of the workshop are to (1) identify the implied comparisons associated with frequently encountered evaluation questions, (2) select the most appropriate evaluation design for four different evaluation purposes, and (3) design a small evaluation for a simulated bilingual program. Three activities that will help participants achieve these objectives are described. The first activity involves analyzing a design for evaluating students' achievement in English, Swabe, and Ono reading; math; and language skills. The second activity involves deciding on the necessary comparative data and design required for a given evaluation. The third and final activity involves designing an evaluation of either an elementary or junior high school bilingual program. Sample answers are given, and a workshop participant evaluation form is appended. (NCR)

ED 227 703 FL 013 574

Dunn, David; And Others
Handbook for Foreign Language Educators. Working Edition.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavioral Objectives; Communicative Competence (Languages); Cultural Awareness; *Curriculum Design; *Educational Benefits; Educational Objectives; Elementary Secondary Education; Language Attitudes; *Language Skills; *Language Teachers; Listening Comprehension; Reading Skills; *Second Language Instruction; Teacher Education; Writing Skills

A handbook for foreign language educators, which was prepared by a Pennsylvania Department of Education task force, is presented. After stating the rationale, benefits, and goals of foreign language study, attention is directed to the organization and content of the curriculum. Additional considerations are evaluation of second language learners and the preparation of foreign language teachers. Advantages of foreign language study include the development of communication skills, analytical thinking, and understanding of others. Major skills involved in foreign language learning are aural comprehension, oral mastery, and analytical thinking. The foreign language curriculum should be organized according to individual differences in the rate of learning along with the aptitude for each language skill. Additionally, the content varies according to the language studied, the age of the student, and the needs and interests of the student. As a supplement to the discussion, the following materials are included: (1) a list of techniques to inform the public of the value of foreign language study; (2) a list of possible foreign language-related occupations; (3) a list of professional organizations of foreign language teachers in Pennsylvania; (4) a list of behavioral objectives for listening comprehension, speaking, reading, and writing; (5) a list of cultural concepts that are included in foreign language study; (6) a scale and checklist for interviewing prospective teachers; and (7) a list of criteria for teacher self-evaluation. (SW)

ED 227 688 FL 013 553

Roby, Wallace
1981-82 Project Evaluation for Encendiendo Una Llama: A Program for Bilingual Gifted and Talented Students.
Hartford Public Schools, Conn.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; *Bilingual Education Programs; *Bilingual Students; Elementary Education; *Gifted; *Hispanic Americans; Language Skills; Limited English Speaking; *Program Evaluation; Talent; Teaching Methods
IDENTIFIERS- Connecticut (Hartford)

The operation of "Encendiendo Una Llama," Hartford, Connecticut's program for bilingual gifted students, was evaluated for the 1981-82 school year. A total of 173 gifted children of limited English proficiency in grades 3 through 6 were served by the program at four locations. The program, staff, objectives, and target population are described. Program goals were to develop English and Spanish language skills, higher level thinking skills, and creativity. Results are reported on accuracy of student identification, staff training, implementation of differential instructional strategies, student achievement, progress in independent work and study skills, progress of students talented in the arts, mainstreaming of English proficient students, parent involvement, and dissemination. The evaluation yielded evidence of student progress in reading, math, and oral language skills in both Spanish and English. Based on the findings, recommendations are made regarding evaluation methods, inservice teacher training, development of teaching units and techniques that correspond to program goals, and an expanded role for the parent coordinator. (RW)

Howard, Joan; Carver, Peter
Getting There: Changing Modes of Transportation. Teacher's Guide. An ESL/Geography Module.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0253-9
PUB DATE- 83
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S1V6 (Teacher's Guide $7.50; complete Module $85.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Audiovisual Instruction; Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Geography Instruction; *Language Skills; *Learning Modules; Listening Comprehension; Reading Comprehension; Secondary Education; *Transportation; Vocabulary Development
IDENTIFIERS- *Canada

A teacher's guide to an English as a second language (ESL) and geography module on changing modes of transportation in Canada is presented. The guide contains suggestions for use of module components, a transcription of the audiocassette, the answer key to student worksheets, and a list of resources. The module is designed primarily for secondary level ESL students in a transition or advanced ESL program. As they proceed through the unit, students should be made aware of the importance of transportation to Canada. The language activities in the module give students opportunities to practice vocabulary and idioms related to transportation, reading and listening comprehension skills, expressing cause-result relationships, and requesting travel information by telephone; and to acquire geography specialist skills such as graphing, preparing charts, and understanding diagrams. The factual information of the module is contained in a student reading booklet. Showing the filmstrip with the accompanying taped commentary introduces the main concepts and terms in a relaxed manner. A few word-study activities are suggested to further prepare students for reading the booklet. Practice exercises help students to listen for details from tape-recorded dialogues, recognize levels of politeness and individual speech characteristics, and create dialogues. Content areas of the module include waterways, railways and expansion, private car versus public transit, and airline growth. The resource list includes textbooks and other references, films, filmstrips and slide sets, and maps. (The module consists of a Teacher's Guide, 25 copies of a student reading booklet, a 57-frame color filmstrip, an audiocassette tape, duplicating masters of 23 student worksheets, a set of 10 photos to accompany the word study exercises, a word card game, and a set of dialogue cue cards.) (SW)

ED 227 689 FL 013 554

English, Susan Lewis

Student Lectures for Integrative Language Learning.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *English (Second Language); Higher Education; Language Skills; Learning Activities; *Listening Comprehension; Public Speaking; Reading Comprehension; Second Language Instruction; Speech Communication; *Speeches; *Teaching Methods

The use of student lectures as an integrative language learning approach for university level English as second language students is described. Student lectures pair decoding skills with encoding skills through five steps: selecting an article of interest, reading the article and taking notes on it, using the notes to prepare an oral report, presenting the report by following the notes, and answering listeners' questions. Fourteen variations on this approach are discussed: (1) analyzing the speaker's notes, (2) reconstructing the lecture from a listener's notes, (3) evaluating the listeners' notes on the lecture, (4) using listeners' notes as peer feedback, (5) administering a quiz on lecture content, (6) written reconstruction, (7) oral reconstruction, (8) group discussion, (9) observing aspects of the speaker's delivery, (10) tape recording the lecture, (11) videotaping the lecture, (12) basing the lecture on a radio broadcast rather than an article, (13) inviting a guest lecturer to speak, and (14) having the teacher deliver the lecture. (RW)

ED 227 705 FL 013 586

Guiora, Alexander Z.; And Others
Right "Hemisphericity" and Pronunciation in a Foreign Language.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Cerebral Dominance; *Language Processing; Language Research; *Lateral Dominance; *Neurolinguistics; *Pronunciation; Psycholinguistics; *Second Language Learning
IDENTIFIERS- *Affective Domain

Recent research in adult pronunciation of foreign languages has assigned a significant role to affective variables. It has been shown that certain language functions, including many aspects of pronunciation, are handled by the right brain hemisphere. An experiment was conducted to study the extent to which the right hemisphere might be activated during the task of listening to and pronouncing tone language sounds. The strategy employed was to study the effect of the pronunciation task on reaction time to light in the right or left visual field. The subjects, 12 male and 12 female right-handed university students enrolled in an elementary French course, attended three sessions. During the first two sessions they responded to light stimuli and heard and repeated Thai phrases. Reaction times to the stimuli, while listening to or repeating phrases, were measured and recorded. During the third session subjects repeated French sentences and had their eye movements assessed. Analysis of the results shows a correlation between the measure of hemisphere efficiency and approximation of native-like pronunciation. The conclusion is drawn that it is possible to associate "affective variables" with a specific neuroanatomical structure, and that right hemispheric activity will predict the quality of pronunciation in a foreign language. (AMH)

ED 227 706 FL 013 587

Chaudron, Craig
Evaluating Writing: Effects of Feedback on Revision.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *English (Second Language); Feedback; Higher Education; *Peer Evaluation; Second Language Instruction; Second Language Learning; Teaching Methods; *Writing (Composition); *Writing Evaluation; Writing Instruction

The effect of evaluation method on English as second language (ESL) learners' revisions of their compositions was investigated. Teacher comments, peer evaluations, and English-speaking peer reformulations were compared. Judges rated the revised compositions of 9 advanced and 14 intermediate college ESL students using the ESL Composition Profile. The Profile scores compositions on content, organization, vocabulary, language use, and mechanics. Both the intermediate and advanced students showed a similar pattern of improvement from first draft to revision. It was found that neither teacher nor peer feedback was superior in promoting improvements in revised compositions. It is concluded that peer feedback should be considered because of its potential benefits as a saver of teacher editorial time. In addition, if the revision process can be learned as an interaction between writers and their readers, second language learners can better appreciate the function of writing proficiency. (RW)

ED 227 707 FL 013 588

Byrd, Charles W., Jr.
A Collaborative Professional Update Team in Southwest Virginia, Year Two.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Language Teachers; *Organizational Development; *Planning Commissions; Recruitment; Regional Planning; *Teacher Associations

A professional update team of foreign language teachers promotes the interests of the membership and encourages cooperation and professional improvement at all levels. The first task in organizing such a group is to choose individuals who represent all segments of the profession and to include administrators in as active a capacity as possible. The planning committee identifies the objectives of the organization and writes a proposal to be presented to administrators as well as to prospective members. It also decides on the size and variety of the membership and begins the recruiting process. Follow-up meetings would include additional interested persons and would result in personal recruitment. In addition to personal contacts, timely press releases stimulate interest in such a project. The planning committee has to decide on the governance of the organization as well as the format and regularity of meetings. In the Southwest Virginia Association, regular meetings held on specific days four times a year, minimal dues, and elected officers were found to be the format that interested the members and involved them most actively. The firm direction that was given the association early in its history assured continuing interest and growing attendance. (AMH)

ED 227 676 FL 013 537

Planning for Management. Leader's Guide. Bilingual Evaluation Technical Assistance Workshop V.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education Programs; Budgeting; Data Collection; Elementary Secondary Education; Formative Evaluation; *Information Needs; *Program Administration; Program Costs; Program Descriptions; *Program Evaluation; Reports; Resource Allocation; Staff Role; Summative Evaluation; Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

A leader's guide for conducting a workshop on managing bilingual program evaluations is presented as part of the Bilingual Evaluation Technical Assistance (BETA) project. After examining how to organize the workshop, the following aids are presented: a preworkshop preparation checklist, a sample room arrangement diagram, a workshop time schedule, and instructions for conducting the workshop, including the actual script. Management of evaluation is discussed in regard to the following major stages: scheduling the evaluation tasks, estimating staff needs, budgeting for the evaluation, monitoring the evaluation, and reporting the evaluation results. The workshop also provides: background information on the research and development work conducted by the Center for the Study of Evaluation at the University of California, Los Angeles; an overview of the BETA project and the five workshops; an analysis of the major tasks in evaluation management; and an analysis of the major stages in bilingual program development (needs assessment, program planning, program implementation, formative evaluation, and summative evaluation). (SW)

ED 227 692 FL 013 563

Spencer, Mary

Testing Instruments, Packet 2. Bilingual Program Planning, Implementation, and Evaluation, Series A. Teacher Edition. Bilingual Education Teacher Training Packets.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Bilingual Education Programs; Instructional Materials; *Language Proficiency; *Language Tests; Program Evaluation; Program Implementation; Teacher Education; Teaching Guides; *Test Reliability; *Test Validity

This teacher's edition of training materials on bilingual program planning, implementation, and evaluation focuses on testing instruments. The guide is part of a series directed at bilingual educators and intended for use in institutions of higher education and inservice teacher education programs. Training objectives, a pretest and posttest, and instructional materials and activities are included. The topics covered include (1) the role of testing in bilingual education programs, (2) norm-referenced and domain-referenced language proficiency tests, (3) indirect and direct measures of language proficiency, (4) test validity and reliability, (5) norms, (6) reviews of nine popular language assessment instruments, and (7) examples of direct measures of language. (RW)

ED 227 642 EC 151 628

Final Report of the Winnebago Behavior Analysis Program: A K-12 Handicapped Children's Model Program.

Morningside Coll., Sioux City, IA.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G00790307
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum Development; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; Parent Education; Peer Teaching; *Rural Education; Self Evaluation (Individuals); Services; *Student Behavior; Track System (Education); Tutorial Programs
IDENTIFIERS- *Winnebago Behavior Analysis Program

The final report describes the Winnebago (Nebraska) Behavior Analysis Program to develop, implement, evaluate, and disseminate services and strategies for improving the educational services to K-12 handicapped students in small, rural school districts. The program has four major components: the Curriculum Management System (to assist in assessing students who are mainstreamed, planning remediation, and monitoring student progress); the Peer Tutoring Program; the Family Tutoring Program (to teach parents to work with their children in math, reading, and spelling areas); and Inservice Training. The bulk of the document reports program accomplishments relating to each of the components. Noted among achievements are development at a student self-monitoring (tracking) system, development of the Basic Skills Tutoring Program, training 10 families in reading and/or math tutoring procedures, and production of a workshop and manual on techniques of individualization. Appendixes include sample materials from the Curriculum Management System, sample materials from the Peer Tutoring Program, and sample codes for classroom observation. Graphs, tables, and evaluation sheets are also provided. (SW)

ED 227 659 FL 013 493

Sigurd, Bengt, Ed.; Svartvik, Jan, Ed.
Studia Linguistica. A Journal of General Linguistics, Volume 35, Number 1-2.
Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

REPORT NO.- ISBN-91-40-04122-0
PUB DATE- 81
AVAILABLE FROM- CWK Gleerup, Box 1205, S-22105 Lund, Sweden
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTIONS- *Applied Linguistics; Bilingual Education; Contrastive Linguistics; Discourse Analysis; Language Typology; *Second Language Instruction; Translation

The proceedings of the 1981 International Congress of Applied Linguistics include the full text of papers read by invited speakers. The keynote address, four plenary lectures, seven special lectures, and one symposium symmary are presented. The papers cover such topics as the status of applied linguistics, bilingual education for majority and minority language children, linguistic evidence for defense in a criminal case, the fundamental pedagogical principle in second language instruction, medical communication, computer aids in translation, quantitative contrastive analysis, text linguistics, contrastive prosody, teaching spoken language, topological features of Balkan languages, and discourse analysis and language learning. (RW)

ED 227 691 FL 013 558

Dwyer, David James
Lorma: A Reference Handbook of Phonetics, Grammar, Lexicon and Learning Procedures.
Michigan State Univ., East Lansing. African Studies Center.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adults; *African Languages; Grammar; Independent Study; Instructional Materials; Phonetics; Reference Materials; Second Language Instruction; *Second Language Learning; Vocabulary
IDENTIFIERS- *Liberia; *Lorma

The grammar, phonetics, and lexicon of Lorma, one of the Mande languages of Liberia, are described for the use of Peace Corps volunteers learning the language without teacher assistance. This handbook includes an introduction to the languages of Liberia, procedures for learning a language without assistance, guidelines for tutors, a reference grammar, a Lorma-English dictionary, and a discussion of the sound system of Mande languages. The reference grammar covers phonology, parts of speech, phrase structures, verb tenses and auxiliaries, sentence types, questions, and complex sentences. Vowels, consonants, and suprasegmentals are addressed, and listening and transcription exercises are provided. (RW)

ED 227 675 FL 013 535

Planning for Implementation Evaluation. Participant's Handbook.
Bilingual Evaluation Technical Assistance Workshop IV.
California Univ., Los Angeles. Center for the Study of Evaluation.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Bilingual Education Programs; *Data Collection; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Information Needs; *Program Descriptions; *Program Implementation; Workshops
IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

A handbook for participants of a workshop on the process of describing and documenting the implementation of bilingual programs is presented. The workshop is part of the Bilingual Technical Assistance project. Workshop objectives are to: generate implementation questions appropriate for a given bilingual program; apply a strategy for describing the factors that influence a particular bilingual program; identify relationships between program inputs, context, processes, and outcomes; and know criteria for selecting instruments appropriate for gathering implementation data. The following aids are presented: worksheets; a list of factors involved in program dynamics; a list of factors affecting attitudes toward the bilingual program; sample questions to identify key program features for implementation evaluation; a list of kinds of data useful in examining program dynamics; and a list of advantages and disadvantages of four methods for implementation evaluation (i.e., examining records, conducting observations, using self-report measures, and using interviews). (SW)

ED 227 658 FL 013 486

Workshop on Problems Relating to the Language of Instruction in Multilingual Countries in Asia and the Pacific (Mysore, India, December 8-12, 1980). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- UNESCO-ED-81/WS/109
PUB DATE- 16 Nov 81
AVAILABLE FROM- Division of Structures, Content, Methods, and Techniques of Education (ED/SCM), Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Bilingual Education; *Cultural Pluralism; *Developing Nations; *Language of Instruction; *Language Planning; *Multilingualism; Native Language Instruction; Second Language Instruction; Sociolinguistics
IDENTIFIERS- *Asia; *Pacific Islands

The final report of a workshop convened by UNESCO is presented. The objective of the workshop was to formulate a conceptual framework for language instruction in a multicultural context that would be in harmony with the aspirations and interests of the population of individual countries and that would contribute to bringing national communities together in a spirit of justice and mutual respect. The discussion of the following issues is outlined: (1) linguistic profile of Asia and Oceania, (2) typology and dynamics of multilingualism, (3) assessment of cultural influence and oral traditions in relation to multilingualism in Asia and Oceania, (4) examination of current trends in national education and language situations with special reference to objectives and practice related particularly to local languages used as teaching subjects and media of instrucion, and (5) review of technical problems of language development. The discussion of each of these topics is summarized in outline form, and a number of general and specific recommendations resulting from the discussions are given. Generally, the recommendations focus on ways of exploiting multilingualism through public policy, formal and non-formal education, recognition of cultural diversity, increase in collaborative efforts with international organizations, and attention to teacher education. (AMH)

Larter, Sylvia E.
The Physically Handicapped and Health Impaired Children: Do They Prosper in Regular Toronto Elementary Schools?
Toronto Board of Education (Ontario). Research Dept.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-88881-169-1
PUB DATE- Sep 82
AVAILABLE FROM- Toronto Board of Education, Research Dept., 155 College St., Toronto, M5T 1P6, Canada ($9.50 includes postage).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Elementary Education; *Emotional Adjustment; Individual Needs; *Mainstreaming; *Neurological Impairments; *Physical Disabilities; Social Adjustment; *Special Health Problems; Student Attitudes
IDENTIFIERS- *Toronto Public Schools (Canada)

The experience of 88 physically handicapped and health impaired (PH/HI) children attending Toronto, Canada, regular elementary schools in either regular classes or "integrated" special education classes was assessed with regard to their academic, social, emotional, medical, and physical needs. The integrated classification meant they were not assigned to self-contained classes primarily established for children with special health, orthopedic, or communication needs and they were housed in regular schools. About 44% of the children had mild health problems and no neurological handicaps, and about 4% had severe health problems and neurological handicaps. Interviews were conducted with the children and their parents, teachers, and principals. The children were also tested and rated by their teachers and compared to nonhandicapped peers from regular schools. Findings include the following: teachers, principals, and parents generally support the concept of integration, which requires careful planning and discussion; the self-concepts of the PH/HI are comparable to those of their nonhandicapped peers; some PH/HI children need psychological counseling; at least 40% need remedial help, especially in mathematics; about 30% could benefit from more attention in physical education; and the neurologically impaired are more likely to have academic and adjustment problems than those not neurologically impaired. (SEW)

ED 227 690 FL 013 556

Alber-DeWolf, Rosa

A Comparative Analysis of Productive Morphological and Morphosyntactical Term-Formation Processes in English, German, French and Russian, and Their Importance in Acquiring Reading Skills in Foreign LSP.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Chemical Nomenclature; English (Second Language); French; German; *Languages for Special Purposes; *Morphology (Languages); Postsecondary Education; Reading Instruction; Russian; Second Language Learning; *Syntax
IDENTIFIERS- *Word Formation

A statistical analysis was made of the most productive term-formation processes in English, German, French, and Russian in the field of chemistry. The study deals with (1) the morphological aspect of term-formation, that is, the most productive affixes involved in term-formation in the four languages; and (2) the syntactical aspect, that is, the type of syntactic structure involved in the formation of complex terms. Examples are provided of the data and results in the field of spectroscopy, a subfield of chemistry. These are a list of affixes in the four languages arranged according to their productivity as well as according to the type of concept they designate. Results are given also on the syntactical aspect. These involve a listing of the syntactical structures of complex terms in the four languages arranged according to their productivity. The study and its results are applied to the field of language for special purposes (LSP) reading courses. It is suggested that instruction center on term-formation processes because a good knowledge of these would improve the reading skill necessary for reading scientific literature in the foreign language. (Author/AMH)

ED 227 674 FL 013 534

Planning for Implementation Evaluation. Leader's Guide. Bilingual Evaluation Technical Assistance Workshop IV.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Bilingual Education Programs; Elementary Secondary Education; *Evaluation Criteria; *Information Needs; *Program Descriptions; *Program Implementation; Workshops

IDENTIFIERS- *Bilingual Evaluation Technical Assistance Project

Guidelines are presented for conducting a workshop on the process of describing and documenting the implementation of bilingual programs. The workshop is part of the Bilingual Evaluation Technical Assistance project. After examining how to organize the workshop, the following aids are presented: a preworkshop preparation checklist; a sample room arrangement diagram; a workshop time schedule; and instructions for conducting the workshop, including the actual script. The workshop activities provide practice in distinguishing between implementation and outcome evaluation; identifying the descriptive and dynamic features of a program; identifying variables in the operation of a program that may influence program otcomes; and documenting program processes. Workshop materials include a list of factors involved in program dynamics, a list of questions to identify key program features for implementation evaluation, and a list of kinds of data useful in examining program dynamics. (SW)

ED 227 673 FL 013 532

Planning for Student Assessment: Participant's Handbook. Bilingual Evaluation Technical Assistance, Workshop III.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 80
AVAILABLE FROM- Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, CA 90024.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Bilingual Education Programs; English (Second Language); Evaluation Criteria; *Evaluation Methods; *Language Proficiency; *Language Tests; Limited English Speaking; Program Effectiveness; Program Evaluation; *Student Evaluation; *Workshops

This participant's handbook is designed to be used in conjunction with a workshop for planning bilingual student assessment. The following materials are included: (1) simulation materials, including descriptions of simulated programs, tests, test manuals, and printouts; (2) checklists, diagrams, and charts illustrating important points of the discussion in the text; and (3) checklists, diagrams, and charts to be used in completing the workshop exercises. The goals of the workshop are as follows: (1) to identify the assessment needs of a particular bilingual program; (2) to identify and describe the types of measures that are used to meet these assessment needs; (3) to compare and examine some of these instruments for technical adequacy, curricular relevance, and appropriateness for the student population; and (4) to make recommendations regarding the assessment process of the particular bilingual program. This handbook is intended to enhance the workshop presentations because it offers detailed explanations of the issues and practice of the skills presented in the workshop. (NCR)

ED 227 657 FL 013 485

Brann, C. M. B.

Trilingualism in Language Planning for Education in Sub-Saharan Africa.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- UNESCO-ED-81/WS/116
PUB DATE- Sep 81
AVAILABLE FROM- Division of Structures, Content, Methods, and Techniques of Education (ED/SCM), Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- African Languages; *Educational Policy; Indigenous Populations; *Language Planning; Material Development; Models; *Multilingualism; *Native Language Instruction; *Second Language Instruction; Sociocultural Patterns; Teacher Education
IDENTIFIERS- *Africa (Sub Sahara)

A three-language model for language education in Sub-Saharan Africa is outlined. The three languages would be the local community language, a major language chosen to be the "lingua franca" of a region, and the official language to be used country-wide. The model is developed to include the following factors: ethnic, linguistic, geographical, demographic, social, psychological, cultural, political, and economic. The language planning process is related to individual or group agents of cultural change, consultation, legal enactment of language policies, development of adequate teaching materials, and the need for teacher training. The implementation of the three-language formula is developed from the situation where one language is used for familiar purposes and another for communal and public purposes. Planning for instruction in these languages and in further languages is adapted to the school cycle as well as to various types of non-formal education. Several evaluations and evaluative criteria for language projects and programs are mentioned. In the case of the three-language model, it is suggested that planners note which public domains are affected by the three language levels, and whether public harmony has been enhanced by a balance between them. A select bibliography is appended. (AMH)

ED 227 640 EC 151 097

Brown, Ronald T.; Wynne, Martha Ellen
Attentional Processing and Teacher Ratings in Hyperactive, Learning Disabled and Normal Boys.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attention Deficit Disorders; *Attention Span; *Behavior Problems; Classroom Research; Elementary Education; *Hyperactivity; Inhibition; *Learning Disabilities; Learning Processes; Student Behavior; *Teacher Attitudes

Sustained attention and inhibitory control of 15 nonhyperactive, learning disabled (LD) boys, 15 hyperactive but not LD boys, and 15 normal boys (11-12 years old) were studied, on teacher ratings of impulse control in the classroom and testing results. Coming to attention, decision making, sustained attention, and attention-concentration were measured by the "Children's Embedded Figures Test," "Matching Familiar Figures Test," "Children's Checking Task," and a subtest of the "Wechsler Intelligence Scale for Children-Revised." Normal children were found to be superior to both clinical groups in attentional processing, while hyperactive children encountered more errors than their LD peers on those tasks involving sustained attention. The finding that teachers rated hyperactives as more impulsive than nonhyperactive LD children was interpreted to explain why hyperactives are generally singled out first and identified for specialized treatment. Findings were also interpreted as supporting the "passive learner" hypothesis for LD children, which often accounts for their poor academic functioning. (Author/SEW)

ED 227 672 FL 013 531

Planning for Student Assessment: Leader's Guide. Bilingual Evaluation Technical Assistance, Workshop III.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 80
AVAILABLE FROM- Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, CA 90024.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education Programs; English (Second Language); Evaluation Criteria; *Evaluation Methods; *Language Proficiency; *Language Tests; Limited English Speaking; Program Effectiveness; Program Evaluation; *Student Evaluation; *Workshops

This leader's manual for a workshop on planning bilingual student assessment describes the workshop, presents information necessary to provide instruction leading to workshop exercises, and provides step-by-step instructions for conducting the workshop. The workshop leader should become familiar with this manual as well as with the workshop text and the participant's handbook. The manual aids the leader in providing workshop participants with practice in planning bilingual education evaluations and with an overview of the issues that should be addressed during such evaluations. The topics include: (1) how to organize the workshop; (2) instructions for using the leader's manual; (3) identifying legal assessment obligations (participant list of program assessment needs based on legislation and funding source requirements, assessment in bilingual programs, and coordinating assessment needs); (4) what to test (categorizing tests and test selection); (5) initial screening of tests (basic terminology, two simulated test descriptions, and test selection); (6) using tests; and (7) final screening - comparing the technical merits of tests (review of technical terms, reading a printout, reading a technical manual, and text selection simulation). (NCR)

ED 227 656 FL 013 484

Tadadjeu, Maurice
A Model for Functional Trilingual Education Planning in Africa.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- UNESCO-ED-80/WS/72
PUB DATE- Jun 80
AVAILABLE FROM- Division of Structures, Content, Methods, and Techniques of Education (ED/SCM), Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- African Languages; Economic Factors; Educational Policy; *Indigenous Populations; *Language Planning; Language Usage; Models; *Multilingualism; *Native Language Instruction; Program Design; *Second Language Programs; Sociocultural Patterns
IDENTIFIERS- *Africa; *Cameroon

The basic hypothesis of this study is that language education could be more effective if planning were to aim at developing an individual functional trilingualism involving a first (indigenous) language, a second African (national) language, and an official (foreign) language. The study covers the following matters: (1) a survey of developments in language education policy in several African countries and a summary of similarities noted in the various reports on language education reforms; (2) a discussion of these reforms within the framework of the overall national language-planning efforts; (3) social factors influencing the emergence of a model for language education planning, and an outline of a trilingual model along with theoretical arguments and underlying principles; (4) a discussion of the functional apsect of the model, including examples of functional second language programs; (5) the significance of the trilingual model for postsecondary education and adult literacy in Africa; (6) economic considerations for the implementation of the model; and (7) an application of the suggested model to Cameroon. Included in the summary are recommendations for further research in African countries. (AMH)

ED 227 639 EC 151 096

Cohen, James S.; Stieglitz, Maria
Classroom Business Ventures: Career Education for Physically Disabled Students.
Human Resources Center, Albertson, N.Y.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 80
GRANT- 15-P-59039-2-04
AVAILABLE FROM- Human Resources Center, Searingtown Rd., Albertson, NY 11507.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Education; Class Activities; Elementary Education; *Entrepreneurship; *Experiential Learning; *Physical Disabilities; *Program Development; Simulation; Small Businesses
IDENTIFIERS- *Classroom Business Venture

A classroom business venture (CBV), one component of the Human Resources School's career development program for physically disabled fifth, sixth, and seventh graders, is described. A CBV is defined as a simulated business situation where students, with teacher guidance, plan and organize the operation toward the eventual goal of distribution of the product or service they themselves have chosen. The combination of CBV operation with ongoing academic lessons is noted, and the five steps in the establishment of a CBV are examined: 1) teacher inservice training, 2) interclassroom linkage, 3) CBV planning, 4) sale of products or provision of service, and 5) CBV appraisal. Attention is directed to the following specific aspects of the program: instructing teachers in strategies to integrate economic, career, and self-awareness activities, as well as skills, within a working experience; developing interrelationships of CBV's within the school; and planning activities (e.g., choosing the business, establishing goals and means to achieve goals, selecting personnel). A checklist for planning and implementing the CBV and a list of the stages in the development of a "News Broadcast" CBV are included, along with a CBV evaluation form, and a brief description of a CBV involving the manufacture of wooden tables for sale. (SEW)

ED 227 655 FL 013 483

Ruane, Mary, Ed.; Singleton, David, Ed.
Innovations in Curriculum and Examinations at Second Level. Proceedings of the National Modern Languages Convention (1st, Trinity College, Dublin, Ireland, January 29-30, 1982).
Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
REPORT NO.- ISBN-0-950-8150-4
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Educational Innovation; *Educational Policy; Foreign Countries; Language Tests; *Modern Language Curriculum; Secondary Education; Second Language Instruction
IDENTIFIERS- Ireland

The papers focus on an overview of current developments, language needs of secondary students, and the status of syllabus and examination changes. In addition to the opening and closing addresses and reports from 15 informal workshops, six papers are provided on such topics as reasons for learning a foreign language (A.R. Clarke and others), the place of foreign languages in the curriculum (P.S. Greers), the implementation of the Institiuid Teangeolaiochta Eireann Modern Language Project in the classroom (J. Sheils), reform in the official curricula and examinations (C. Daly and others), national policy on future reforms (S. O. Conghaile), and a communicative approach to examinations (D. G. Little). (RW)

Stieglitz, Maria; Cohen, James C.
Speakers' Bureau: Career Education for Physically Disabled Students.
Human Resources Center, Albertson, N.Y.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 80
GRANT- 15-P-59039-2
AVAILABLE FROM- Human Resources Center, Searingtown Rd., Albertson, NY 11507.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Career Awareness; Career Development; Career Education; Elementary Secondary Education; *Employers; *Occupational Information; *Physical Disabilities; Program Descriptions; Program Development; Questioning Techniques; Role Models; *Severe Disabilities; *Speeches
IDENTIFIERS- *Speakers Bureaus

The speakers' bureau, one component of the Human Resources School's career development program for physically disabled children in grades 4 through 12 is described, and information and materials for program development, implementation, and evaluation are presented. In addition, the use of speakers' bureaus both outside of career education programs and within career education programs for able-bodied and disabled students are noted briefly. The bureau enables students to talk with people in different careers about work and how it relates to other areas of life. The following objectives of the Human Resources Career Education Speakers' Bureau are discussed: to provide physically disabled students with role models and first-hand occupation information, as well as an opportunity to develop and practice interviewing techniques; to involve working people in the academic curriculum and to encourage employees and employers to perceive physically disabled students as future employees and workers; and to involve physically disabled students in their own career development. Attention is also directed to six questions that may serve as guidelines for program planning, recruiting and scheduling speakers, and preparing written information about the program. Appended materials include guidelines for speakers, questions for students to ask speakers, an evaluation instrument, data on the types and numbers of speakers, a list of about 38 publications, and an audiovisual program. (SEW)

ED 227 708 FL 013 589

Communication Skills: A Practical View. Volume I. Teacher Edition. Applied Basic Curriculum Series.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($2.50; student edition $2.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communicative Competence (Languages); Cultural Education; *English (Second Language); Fine Arts; Food Service; Intermediate Grades; Language Skills; *Learning Activities; Listening Skills; Nonverbal Communication; Reading Skills; Second Language Instruction; Speech Communication; Technology; Writing Skills

The communication activities described in this guide for English as a second language students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the first of three volumes with communication activities for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components on (1) shopping for careers (with sections on catering to the guests in a restaurant, preparing a balanced and nutritious meal, and shopping); (2) our advanced technology; and (3) fine arts and humanities. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

ED 227 722 FL 013 609

Cordero, Anne D.
The Role of Translation in Second Language Acquisition.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Class Activities; *Course Content; Higher Education; Interpretive Skills; *Language Skills; *Second Language Instruction; Teaching Methods; *Translation

A translation course on the intermediate college level of instruction is described. The author considers translation to be a skills course which should be among the options open to college students, and stresses the importance of the course. The course activities move from articles of a general scientific nature, basically concerned with transmitting information, through newspaper and magazine articles and editorials whose subject is political, to literary texts that involve a more complex linguistic operation. The approach in this course focuses on translation exercises into the native language, called "versions." Such exercises are viewed as exercises of precision and of stylistics as well as tests of comprehension in the foreign language and of the student's aptitude to transpose into his or her own language. The steps in the translation exercise are the following: (1) several careful readings of the foreign language text to achieve precise and thorough understanding, (2) familiarization with the subject matter or documentation, (3) establishing lists and definitions of unknown words and expressions, (4) writing the translation, (5) transposing the first draft to an idiomatic native language text, and (6) a group critique. The other two activities in the course are putting the "version" into the original language and writing a precis of the original in the target language. (AMH)

ED 227 737 HE 015 974

Hilton, Thomas L.
Persistence in Higher Education. College Board Report No. 82-5.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-82-44
PUB DATE- 82
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Aptitude; *Academic Aspiration; *Academic Persistence; *College Attendance; *College Students; Dropout Characteristics; Family Characteristics; Higher Education; High School Seniors; Longitudinal Studies; Models; Parent Influence; Path Analysis; Questionnaires; *Student Attrition; Student Characteristics
IDENTIFIERS- *National Longitudinal Study High School Class 1972

Characteristics and attendance patterns of persisters and dropouts from college and vocational/technical schools were studied, and a model of the persistence process was tested using data from the National Longitudinal Study (NLS), which surveyed high school seniors in 1972, with followup surveys in 1973 and 1974. Student persistence was defined as the relationships of educational status and educational aspirations over time. Study variables included scores from a cognitive test battery, high school and college grades, student and family characteristics, the influence of parents and friends, course of study, hours spent studying and in work outside school, and educational aspirations. In addition to confirmatory factor analysis, the basis analytical approach was path analysis, which provided models for socioeconomic status, academic ability measures, educational aspiration, and educational status, as well as a schemata representative of student development. During the first 3 years after high school, 26 percent of the high school seniors continued their education without interruption. Extensive appendices include: questionnaire items; a list of variables and path coefficients; attendance data by level, race, and sex; and percentage comparisons of attendance patterns. (SW)

ED 227 752 HE 015 991

Porter, Douglas
Campus Capitalists: Universities as Development Entrepreneurs.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Feb 83
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Development; Community Planning; *Entrepreneurship; Fund Raising; *Higher Education; Landlords; *Land Use; Private Colleges; Property Appraisal; *Real Estate; *School Community Relationship; *Site Development; State Colleges

The trend for universities to use their excess land for profitable real estate ventures in conjunction with private developers and builders is considered. One of the first institutions to embark on development was the University of Washington, Seattle, and one of the best known examples of university-sponsored development is Stanford University, which owns the Stanford Industrial Park and a shopping center. Most universities that are pursuing property development view it as a means of enriching research, cultural resources, and community ties in addition to providing financial rewards. However, the strongest interest of universities is in the establishment of research parks that will attract research activities of interest to faculty and students. In approaching development, private universities appear to have less difficulty than public ones, which must deal with political problems and the matter of management responsibility. The experience of the University of Wisconsin, Madison, which held several acres of farm land, is illustrative of an approach to planning land development. It is important that the university formulate an overall strategy that defines primary and secondary objectives for land development. (SW)

ED 227 767 HE 016 006

Equal Educational Opportunity in California Postsecondary Education, Part IV.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Apr 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Economically Disadvantaged; *Educational Objectives; *Equal Education; Ethnic Groups; Females; Minority Groups; *Postsecondary Education; Secondary Education; *Statewide Planning
IDENTIFIERS- *California

The development and progress for 1975-1980 of equal educational opportunity programs in California are summarized, and proposals for progress over the next 5 years and 10 recommendations for public action are offered. The current status of equal educational opportunity is examined for economically-deprived students, women, and ethnic minority students. Additionally, goals and activities are identified for the following levels: junior and senior high schools, high school through first year of college, community college programs, four year college programs, and graduate and professional programs. Priorities for action include: focusing effort on the high school curriculum, focusing attention on program completion as well as admission, enhancing the educational environment, improving community college opportunities, improving undergraduate support services, improving coordination of postsecondary outreach efforts, retaining mathematics and science-based career options, improving graduate-level efforts, involving the private sector, and assessing the potential impact of changes in federal funding. Appended materials include the text of Assembly Concurrent Resolution Number 151, conclusions from previous reports on equal educational opportunity, and data on the ethnic composition of students and graduates, 1975-1980. (SW)

ED 227 709 FL 013 590

Communication Skills: A Practical View. Volume II. Teacher Edition. Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($2.50; student edition $2.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communicative Competence (Languages); Cultural Education; *English (Second Language); Intermediate Grades; Language Skills; *Learning Activities; Listening Skills; Marketing; Nonverbal Communication; Office Occupations Education; Reading Skills; Second Language Instruction; Speech Communication; Writing Skills

The communication activities described in this guide for English as a second language students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the second of three volumes with communication activities for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components linking language arts skills with (1) the world of work (especially business and office careers), (2) the world of personal service careers, and (3) various professions in marketing and distribution. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

Communication Skills: A Practical View. Volume III. Teacher Edition. Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($2.50; student edition $2.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Awareness; *Career Education; *Communicative Competence (Languages); Cultural Education; *English (Second Language); Intermediate Grades; Language Skills; *Learning Activities; Listening Skills; *Medical Education; Nonverbal Communication; *Public Service Occupations; Reading Skills; Second Language Instruction; Speech Communication; Transportation; Writing Skills

The communication activities described in this guide for English as a second language students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the third of three volumes with communication activities intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components linking language arts skills with the world of work, especially (1) public service careers, (2) careers related to transportation, and (3) health-related careers. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

ED 227 723 FL 013 610

Fried-Oken, Melanie

Understanding the Development of Confrontation Naming through Immediate Response Corrections.

PUB DATE- 10 Oct 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Child Language; Children; Error Analysis (Language); Language Research; *Verbal Development; *Vocabulary Development; *Word Recognition

IDENTIFIERS- *Word Naming Technique

There are problems in interpreting the naming behavior of children. Children may misname a word because the word is absent from their vocabulary, because it is not yet firmly established, or because of a word retrieval or lexical assessing problem. Preliminary results are reported of an experimental technique designed to account for these differences and to assist the examiner in making inferences about the development of naming skills in children. A 50- item confrontation naming task was designed with pictures chosen from 5 semantic categories. Each category contained five words judged to be in a 9-year old's vocabulary and five words judged to be of rare occurrence. Each child saw each picture twice. Responses were divided according to accuracy, and errors were placed into one of two groups. The first group contained errors in words known to be in the child's vocabulary; the second contained errors for words that were unavailable to the child. Examination and comparison of data suggest that the naming process used for corrections immediately after a response and for single errors might be the same process as that used for words that are either unstable or unavailable to the child. The data also show differences in use of naming strategies according to age group. This suggests that strategies for retrieving words change in time. (AMH)

ED 227 738 HE 015 975

McGee, Marguerite Kelsey
The Disadvantaged College Student and Study Skills Courses.
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Achievement Need; *College Students; *Developmental Studies Programs; *Educationally Disadvantaged; Higher Education; *Learning Motivation; *Study Skills

The effectiveness of two academic achievement courses in improving quality point averages (QPAs) of educationally disadvantaged students was compared. One of the voluntary study skills courses taught specific study skills (study orientation skills--SOS), while the other purported to teach students to think like achievers (achievement motivation training--AMT). The 6-week AMT involved 4 to 8 participants, who were encouraged to use achievement imagery in telling stories. Additional components focused on test-taking behavior, study habits, time budgeting, values examination, and goal setting. The semester-long SOS involved 6 to 15 participants and included the specific academic skills of test taking, time management, note taking, listening, textbook reading, study improvement, and paper and report writing. SOS also included training in supportive academic skills, goal setting, and examination of personal motivators. Of the 78 students, 18 enrolled only in the AMT, 14 participated only in SOS, 24 took both courses concurrently, while 22 who had taken SOS in a prior semester chose to take AMT. No significant differences in academic achievement occurred for students who took either of the courses or both, although AMT participants had the highest mean ranks. (SW)

ED 227 753 HE 015 992

Dickmeyer, Nathan
Financial Conditions of Colleges and Universities.
American Council on Education, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-915164-17-5
PUB DATE- 83
CONTRACT- 300-79-0776
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Finance; Enrollment Trends; Expenditure Per Student; Financial Policy; *Financial Problems; Government School Relationship; *Higher Education; Income; *Institutional Evaluation; Needs Assessment; Private Colleges; *Public Policy; Resource Allocation; State Colleges
IDENTIFIERS- *Department of Education

Indicators of the financial condition of colleges and universities were compiled to assist the Department of Education in policy decisions, based on 1975-1978 institutional data, and site visits to colleges were undertaken. Findings include the following: (1) it is possible to monitor institutional financial conditions; (2) financial difficulty is spread unevenly among independent institutions; (3) public institutions appear to have become less financially flexible; (4) no major crises were evident in the financial condition of the 37 surveyed institutions; and (5) current financial conditions could be radically altered by precipitous enrollment increases/declines and major federal/state student financial aid policy changes. Basic concepts of measuring institutional financial condition were assessed, and it was found that indicators of stress, response, or system condition are useful in assessing the impact of environmental changes. The site visits focused on stresses and responses in the areas of marketing, financial problems, academic issues, and the physical capital issue. Three critical indicators selected for analysis are as follows: sorting public colleges by instructional budget support to students; sorting private colleges by level of financial reserves; and enrollment levels. A glossary is appended. (SW)

ED 227 768 HE 016 007

Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education. A Supplement to the Commission's Report to the Governor and Legislature in Response to Assembly Concurrent Resolution 81.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Apr 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Ancillary School Services; Disadvantaged; Educational Demand; Educational Finance; Financial Policy; *Master Plans; Postsecondary Education; State Aid; *Student Costs; *Student Financial Aid; *Tuition
IDENTIFIERS- *California

Seven background papers prepared by the California Postsecondary Education Commission on student charges, student financial aid, and access to postsecondary education are presented. These papers provide information for discussions prior to the Commission's response to Assembly Concurrent Resolution number 81. Topics are as follows: the authority that can set student fees in California public postsecondary institutions; fee amounts; changes in and impacts of tuition, admissions requirements, and financial aid policy at the City University of New York in 1975-1976; evidence about the impact of fees and other variables on the demand for higher education; assessing the impact of student charges on enrollment and financial aid; alternative policies for setting student charges; the Master Plan for Higher Education in California, 1960-1975; California's multifaceted approach to the provision of access to undergraduate education since 1960; the provision of special services to disadvantaged groups to enhance their access to higher education; sources of funds for California's colleges and universities; the role of state funds in financing postsecondary education and trends in financing; and issues that pose problems for state finance. (SW)

ED 227 782 HE 016 031

The Economic Importance of Higher Education in Vermont, 1982.

Vermont State Dept. of Education, Montpelier.

PUB DATE- 82
AVAILABLE FROM- Vermont Department of Education, Montpelier, VT.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Economic Factors; *Educational Finance; *Employment Opportunities; Enrollment Trends; Expenditures; *Higher Education; Income; *School Community Relationship; Student Financial Aid
IDENTIFIERS- *Economic Impact; *Vermont

Benefits of Vermont's colleges and universities, and specifically the economic aspects, are identified. Employment data are presented for elementary, secondary, and higher education; manufacturing, agriculture, and eight nonmanufacturing employment fields. Higher education in Vermont has more than 15,000 full-time and part-time employees, has a payroll that exceeds $113 million each year, and generates at least $500 million worth of Vermont business each year. Capital construction by Vermont's colleges from 1977 to 1982 exceeded $56 million, and interest payments were made to Vermont banks to finance the construction. During the 1981-1982 academic year over 26 institutions had total revenues of more than $244 million. Almost 57 percent of the total revenue was brought into Vermont from out-of-state resources, and the colleges spent most of their revenues within Vermont. Total revenues for Vermont's colleges 1981-1982 are identified, along with expenditures, student financial aid monies by program, and higher education enrollment and degrees awarded by level. Colleges also provide services to the surrounding communities, as well as art, music, and theater. (SW)

ED 227 797 HE 016 051

Korb, Roslyn
Clusters of Colleges and Universities: An Empirically Determined System.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classification; *Cluster Analysis; *Colleges; Comparative Analysis; Higher Education; *Institutional Characteristics; *Universities
IDENTIFIERS- *Peer Institutions

A technique for classifying higher education institutions was developed in order to identify homogenous subsets of institutions and to compare an institution with its empirically determined peers. The majority of the data were obtained from a 4-year longitudinal file that merged the finance, faculty, enrollment, and institutional characteristics survey of the Higher Education General Information Survey (1975-1978). The methodology included factor analysis of 189 variables and cluster analysis of institutions using information on the number, type, and levels of degrees awarded. The major doctoral institutions/research clustered into three major groups and two singlets. The 82 major doctoral institutions/non-research clustered into seven groups, four of which were singlets; the 287 comprehensive universities clustered into 10 groups, with 5 being singlets. Finally, the 686 general baccalaureate institutions clustered into 12 groups, with 4 being singlets, and 2 groups having 3 or fewer institutions. Appended materials include descriptions of the following eight dimensions that were used to cluster institutions: tuition dependence, instructional emphasis, black student enrollment, facilities, research emphasis, growth, size, and endowment level. (SW)

ED 227 811 HE 016 074

Potter, Robert E.
The University of Hawaii Board of Regents, 1907-1982: Its Composition and Roles Compared with Other Boards Governing Public Universities. Monographs in Education.
Hawaii Univ., Manoa. Coll. of Education.
PUB DATE- 83
AVAILABLE FROM- University of Hawaii, College of Education, Manoa, Honolulu, HI 96822.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Attitudes; Administrator Characteristics; Educational History; *Governing Boards; Higher Education; *Policy Formation; Role Perception; *State Universities; *Trustees
IDENTIFIERS- *University of Hawaii

The history of the University of Hawaii Board of Regents (UH BOR) is reviewed and compared to other public university governing boards, and recommendations are offered to increase the board's effectiveness. Based on a review of the literature on public university governing boards, a consensus of opinions is used as a basis to evaluate the UH BOR. The current constitutional and statutory provisions for the BOR are critiqued, and changes in the laws affecting the BOR (number of members, term of office, qualifications, ex officio membership, and specifically delegated powers) are traced historically. In addition, the following demographic information about the 112 Regents are examined: age, ethnicity, gender, education, vocation, place of birth, residence during term of office, political affiliation, and religious preference. These factors are also compared with national data. The views of current and former regents concerning the main roles of the board during their terms of service and their views of the ideal governing board are also considered. Finally, recommendations are discussed, including the following: the 2- and 4-year terms should be replaced by longer terms; and regents should focus on policy-making rather than execution of policy. (SW)

ED 227 826 IR 010 619

Hunter, Beverly
Academic Computing at Denison University. A Case Study.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science Education.
PUB DATE- 78
GRANT- SED-76-15399
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Science Education; *Demonstration Programs; Educational Planning; Higher Education; Program Administration; Program Costs; Program Descriptions; Surveys
IDENTIFIERS- *Denison University OH

This case study is one of a series focusing on computers as everyday learning and teaching tools which is addressed to administrators, teachers, staff, and students who wish to plan or improve the uses of computers at their own institutions. Following a brief description of the purpose and selection of cases for the overall study, the report profiles academic computing at Denison University, an independent, liberal arts college in Granville, Ohio, with 2100 full-time students. The 13-year computing history of Denison is then summarized, and the function and services of the faculty-managed computer center are described, including the use of a PDP11/45 computer for both academic and administrative purposes. Other sections report on student access to computing, costs and budgeting, student accomplishments, the spectrum of computer applications at Denison, computer literacy programs, and the computer science curriculum. Outreach programs, plans and goals, and lessons learned are also discussed. A list of contacts, a 31-item reference list, and an appendix listing the case study and exemplary institutions are included. Three figures show costs of operations, proportions of courses and faculty involved in instructional computing, and computer science course titles. (LMM)

Study Abroad Programs: An Evaluation Guide.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

PUB DATE- May 79
AVAILABLE FROM- Task Force on Study Abroad, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Guides; *Answer Sheets; College Programs; Course Descriptions; Cultural Exchange; Educational Objectives; *Evaluation Criteria; Foreign Countries; Higher Education; Information Sources; International Educational Exchange; Program Administration; *Program Evaluation; *Questionnaires; School Catalogs; *Student Exchange Programs; *Study Abroad

A guide to help identify strengths and weaknesses of study abroad programs is presented. Questions about the major components of these programs are listed, along with answers illustrating the most positive and negative responses. The components are classified under four headings: basic information, academic aspects, interaction with the host culture, and administrative aspects. Within these categories, the following areas are covered: printed materials, objectives, admission requirements, curriculum, faculty, academic resources, orientation, cross-cultural involvement, sponsoring institution or organization, program administration, affiliation with a host country institution, housing and meals, supportive services, costs, and travel arrangement. Steps in conducting an evaluation of a study abroad program are outlined, and four appendices are included that serve as worksheets for the evaluation; a total of 89 questions are asked in the evaluation process. The appendices are as follows: questions to be applied to printed materials, questions to be answered by program administrators, questions to be answered by alumni, questions to be answered by evaluations during an on-site review, and a master summary form. (SW)

ED 227 798 HE 016 052

Rossmann, Jack E.
Personnel Challenges. Issues in Postsecondary Education.
Johnson (Lawrence) and Associates, Inc., Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Dissemination and Improvement of Practice Program.
REPORT NO.- NCES-79-353
PUB DATE- 79
CONTRACT- 300-77-0418
AVAILABLE FROM- National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Faculty; *Data Collection; Evaluation Criteria; Longitudinal Studies; *National Surveys; Personnel Policy; *Postsecondary Education; *Research Methodology; *School Personnel

Societal and educational pressures that are likely to affect postsecondary education personnel during the 1980's are discussed. These pressures include the declining number of 18- to 22-year-old students, changes in mandatory retirement policy, affirmative action, a continuing high rate of inflation, and uncertainty regarding taxpayer and donor support for postsecondary education. The strengths and weakness of several approaches to data collection are assessed using the following criteria: institutional burden, taxpayer cost, timeliness of data, and data quality. It is recommended that surveys like the Higher Education General Information Survey of postsecondary education personnel be continued and strengthened, with timely data reporting. A second approach to future data collection, longitudinal analysis of cohorts of faculty and nonfaculty personnel, is also proposed. These cohorts would be followed up on a 4-year cycle with the thrust of each survey varying somewhat from year to year. A third recommended approach would involve a series of one-time surveys on timely topics with quick turnaround time. The American Council on Education's Higher Education Panel is proposed as a model, and other data collection efforts are described briefly. A list of specific data elements for each approach is included. (SW)

ED 227 812 . HE 016 084

Belanger, Charles H.; Tremblay, Lise
A Methodological Approach to Selective Cutbacks.
Association for Institutional Research.
PUB DATE- 83
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTIONS- Budgeting; *College Programs; *Departments; *Evaluation Methods; Faculty Workload; Financial Problems; Foreign Countries; Higher Education; Organizational Change; Productivity; *Program Evaluation; Research Methodology; *Resource Allocation; *Retrenchment
IDENTIFIERS- *University of Montreal (Quebec)

Universite de Montreal has implemented a program review formula that is a standardized approach to relating program offerings, faculty resources, and institutional budgetary reduction requirements. The methodology was based on normalization of the number of credits that a unit is authorized to offer. For a typical degree program structure, the analytical scheme consisted of the following five steps: description of basic data, normalization of credit offerings, reduction of credits and full-time equivalents, verification of teaching resources vs. normalization, and recommendations. Information is provided on teaching resources, degree programs and their structures, and productivity factors related to instructional data. Attention was also directed to how the parameters used in the reduction formula related to one another and to other variables describing departmental teaching activities and how the level of proposed reduction related to these indicators of activities and resources. A second analysis of the reduction pattern determined whether a substantial reorganization of teaching had been occurring among units and across disciplinary lines. (SW)

ED 227 827 IR 010 620

Hunter, Beverly; Kearsley, Greg
Academic Computing at Florida A&M University. A Case Study.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Minority Institutions Science Improvement Program.
PUB DATE- 82
GRANT- SER-7914601
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Science Education; *Data Processing; *Demonstration Programs; Educational Planning; Higher Education; *Minority Groups; Program Administration; Program Costs; Program Descriptions; Surveys
IDENTIFIERS- *Florida A and M University

This case study is one of a series on academic computing at minority institutions which is designed to assist educators at other such institutions in identifying academic computing needs, establishing realistic goals, organizing a staff, and selecting materials. Following a brief description of the purpose and background of the overall study, the report profiles Florida A&M University in Tallahassee, a coeducational, urban, 4-year institution with a student enrollment in 1980-1981 of approximately 5,400 students. The 14-year computing history of the institution is summarized and the decentralized organization and management system is described. The report explains facilities available; and procedures for using a timesharing minicomputer at the Academic Computing Center, a microcomputer laboratory in the data processing department, and a computer center in the school of architecture are described under the topic of access to computing resources, covering both student and faculty access. Also addressed are the data processing program applications, computer literacy, advice, and contacts. A table displays data on students majoring in data processing, technology curriculum for data processing, and enrollment projections for data processing department majors. (LMM)

ED 227 724 FL 013 611

Schneider, Phyllis
Text Production in Adolescence: Formal Operations Skill vs. Explanation.
PUB DATE- 9 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Developmental Tasks; *Language Handicaps; *Language Processing; Language Research; *Psycholinguistics; Speech Communication; *Verbal Development
IDENTIFIERS- *Explanatory Speech; *Formal Operations

A study compared learning disabled (LD) adolescents with oral expressive problems to non-learning-disabled (NLD) adolescents on a formal operations task, with emphasis on a comparison between non-verbal performance and verbal explanations of the task. This paper reports part of the study, a comparison of two high school freshman subjects. The task was to insert 10 rods in a board and to determine why some of the rods bent more easily than others. Each subject participated in the task with the experimenter and then was asked to explain the task to a person who had not been present for the task. While both subjects met the non-verbal criteria of the task, major differences appeared in the verbal behavior. The NLD subject used connectives; the LD subject either used no connectives or used only "and" and "then." With regard to the choice of content, the NLD subject produced a text consistent with an explanatory format, while the LD subject produced a narrative text. Because the LD subject was able to generalize in the non-verbal situation, it could be concluded that the problem lies in the expression of generalizations and a lack of text-structuring devices, not in the lack of the ability to generalize nor in the lack of formal-operations skills. (AMH)

A Guide for Helping Refugees Adjust to Their New Life in the United States.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

PUB DATE- 81
AVAILABLE FROM- Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Acculturation; Adults; *Daily Living Skills; Immigrants; *Indochinese; North American Culture; *Orientation Materials; *Refugees

This handbook provides basic information about working with Indochinese refugees - who they are, how they come to the United States, and how they can best be assisted in starting their new life in the United States. The first part of the book describes what it means to be a refugee. The second part contains an English version of "Your New Life in the United States," an orientation handbook available in Vietnamese, Lao, Hmong, Khmer, and Cantonese Chinese for newly-arrived refugees. This handbook covers many aspects of American life that are new to most refugees: (1) travel and communication, (2) employment, (3) education, (4) housing, (5) community services, (6) medical care, (7) finances and consumer education, and (8) law. This version of the handbook contains additional information at the beginning of each section to assist those working with refugees. Background notes are included concerning differences between what the refugees may be accustomed to and what they face in the United States. At the end of the book there is a checklist, outlining in appropriate chronological order some of the steps to take to prepare for and work with refugees. (NCR)

HE

ED 227 739 HE 015 976

Levinson, Judith L.; Menges, Robert J.
Improving College Teaching: A Critical Review of Research. Occasional Paper Number Thirteen.
Northwestern Univ., Evanston, Ill. Center for the Teaching Professions.
PUB DATE- Dec 79
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *College Instruction; *Faculty Development; Faculty Evaluation; Higher Education; *Instructional Improvement; Intervention; Microteaching; Professional Training; Program Evaluation; Protocol Materials; *Research Methodology; Research Reports; Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Effectiveness; Teaching Skills

Research on instructional improvement interventions for college teachers is reviewed and implications for practice are briefly considered. Attention is directed to both the methodological soundness of the program evaluations and the findings of the studies. Interventions to assist faculty to change their teaching attitudes, roles, or activities are considered. The following methods of assessing program impacts are identified: measures of the professors' attitudes, observations of their classroom behavior, student ratings, and measures of students' learning. Systematic research studies on the following types of interventions are analyzed in detail: grants to support faculty projects, workshops and seminars, practice with feedback (microteaching and minicourses), feedback from ratings by students, and concept-based training (protocols). The evaluative research is evaluated and charted according to the following categories: author/date; purpose; components of design (including description of participants, duration, and instrumentation); stated results; threats to validity; strengths; weaknesses; and confidence rating. In addition, each study is coded according to Campbell and Stanley's notation system, and specific threats to each type of validity are listed. Approximately 115 references are appended. (SW)

ED 227 754 HE 015 993

Gartmann, Will

The Integrated Sequence. An Innovative Component of Four Courses in the General Education Program at Davis & Elkins College. A Digest of Program Elements, Developmental Background, and Faculty Dynamics.

Davis & Elkins Coll., Elkins, WV.

PUB DATE- Jan 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Church Related Colleges; *College Programs; Educational Innovation; Educational Philosophy; *General Education; Higher Education; *Interdisciplinary Approach; *Liberal Arts; Teacher Role; Team Teaching; Undergraduate Study

IDENTIFIERS- Davis and Elkins College WV

The Integrated Sequence Program at Davis & Elkins College, which consists of four team-taught, interdisciplinary courses, is described, along with the origins and philosophy of the program. The courses are as follows: Human Freedom and the Counterforces (freshman year); World Culture (sophomore year); Comparative Ideas (junior year); and The Future (senior year). The program involves the student in thought processes that help develop individual convictions, which is an important objective for the church-related college. For each course, attention is directed to course content, educational objectives, course materials, and faculty selection and development. The Integrated Sequence Program has allowed courses to be offered that might otherwise have been abolished, while strengthening the role and visibility of faculty valuable to the liberal arts mission of the college. Additional advantages of this general education sequence is that students learn to recognize interconnections in their studies, and a balance is possible between lecture styles and student involvement. Disadvantages of the program include the fact that certain faculty have come to be associated with the program and a polarity exists between the liberal arts and careerism. (SW)

ED 227 769 HE 016 008

Trends in Public Higher Education Enrollment. A Report on Enrollment Projections, Management, and Development by the Staff of the California Postsecondary Education Commission.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jul 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; *Community Colleges; Comparative Analysis; Enrollment Influences; *Enrollment Projections; *Higher Education; Improvement Programs; National Surveys; Public Education; Research Methodology; *State Colleges; State Surveys; State Universities
IDENTIFIERS- *California

Information on higher education enrollment projections for the nation and for California is presented and California's enrollment forecasts are evaluated. In addition, enrollment development strategies are examined. The assumptions on which each of the following organizations or individuals base their national enrollment projections are briefly reviewed: National Center for Education Statistics, Howard Bowen, Joseph Froomkin, Stephen Dresch, Richard Freeman, Allan Cartter, Carnegie Foundation, Carnegie Council, and the American Council on Education. These national studies provide a wide variety of projections about future enrollments. Specific duties of the California Population Research Unit, the official demographic agency, are identified, and projection methods are reviewed for California community colleges, California State University, and the University of California. Attention is also directed to deficiencies in California's enrollment forecasting process. The following enrollment development strategies are briefly considered: increasing high school retention and graduation rates, increasing the college-going rate, increasing credentialing by testing, improving college retention, encouraging transfer from community colleges to universities, and increasing adult enrollments. (SW)

ED 227 740 HE 015 978

Hettich, Paul; And Others

Dear Graduate Student (And Future Professor).

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Attitude Change; Beginning Teachers; College Faculty; Employment Interviews; Goal Orientation; *Graduate Students; Higher Education; *Job Applicants; Self Evaluation (Individuals); Small Schools; Teacher Attitudes; *Teaching (Occupation); *Teaching Experience; Values

Issues are discussed that graduate students may want to consider before seeking positions at small colleges. The discussion is based on perspectives gained from about 50 interviews as well as 50-60 resumes received from graduate students in psychology. Attention is directed to: enculturation of graduate school norms and their relation to job expectations and performance; the importance of pre-employment teaching experience and how to get it; self-presentation and interviewing issues; and examination of career values and goals in terms of flexibility of interests and commitment to students and the college community. In contrast to the attitudes prevalent among graduate students, the beginning college instructor may come to different conclusions, such as realizing that undergraduate teaching is demanding and more difficult than graduate-level instruction. Graduate students should try to teach different courses as much as possible, and should undertake coursework and workshops in college teaching. In addition, teacher applicants should come to job interviews with prepared questions concerning the department's philosophy, available support services, and working conditions. Finally, prospective small college teachers should evaluate their goals and values, including whether they are willing to be generalists. (SW)

ED 227 770 HE 016 009

College Participation among Graduates of the College Core Curriculum at Phineas Banning High School.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 19 Jul 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Academic Education; Academic Persistence; *College Attendance; *College Bound Students; College Choice; College Preparation; College Students; *Disadvantaged; Graduate Surveys; Higher Education; High School Students; Low Income Groups; Minority Groups; *Secondary School Curriculum
IDENTIFIERS- *Phineas Banning High School CA

The impact of the college core curriculum at Banning High School, Wilmington, California, was assessed by comparing the secondary and postsecondary experience of its June 1980 graduates with that of alumni who graduated in 1976 before the program began. The college core curriculum at Banning, which serves a predominantly low-income, ethnic minority population, is designed to improve the academic performance and college persistence of graduates. It was found that approximately one-third of the school's students enroll in this curriculum and that, in comparison to their 1976 college-bound counterparts, the first graduating class of the curriculum took considerably more of the courses required for admission to the University of California, particularly in mathematics and English. Additional findings include: more graduates of the program attended four-year institutions, particularly the State University, compared to the college-going members of the class of 1976; the proportion of the entire graduating class attending college has increased; and 1980 graduates of the program performed better at the University of California during their first year than did 1976 graduates, and considerably better than their 1980 non-college core curriculum counterparts. (SW)

Weisberger, June M.
Campus Bargaining and the Law: A Decade of Higher Education Collective Bargaining--1972-1982. and Peer Review Reexamined.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Dec 82
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Collective Bargaining; *College Faculty; Confidentiality; *Court Litigation; Decision Making; *Employment Practices; Financial Problems; Higher Education; *Legal Problems; Peer Evaluation; *Personnel Policy; Student Participation; Teacher Employment; Tenure; Unions
IDENTIFIERS- *S Simpson Gray v Board of Educ City of New York

Two newsletter articles are presented that examine legal aspects of campus collective bargaining: (1) "Campus Bargaining and the Law: A Decade of Higher Education Collective Bargaining--1972-1982" (June M. Weisberger); and (2) an analysis of the the Appellate Court decision in the S. Simpson Gray case. The first article examines major labor relations developments in the past decade and themes affecting higher education faculty. Attention is directed to the following five topics that contain relevant labor relations and employment law information: student participation, peer review, financial exigency, academic decision making process, and agency shop. Student participation refers to legal provisions by four states to allow student representatives a statutory role during faculty bargaining, while peer review pertains to tenure review deliberations and votes by faculty. Financial exigency has been an argument posed by some universities in the decision to lay off tenured faculty. The second article reviews the S. Simpson Gray decision, which held that Gray was entitled to be informed of the votes of two members of the collegewide Personnel and Budget Committee that denied him reappointment with tenure. (SW)

ED 227 711 FL 013 592

Destrezas de communicacion en la vida actual. Volumen I. Edicion para el maestro (Communications Skills in Everday Life. Volume I. Teacher Edition). Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($2.50; student edition $2.25).

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Career Awareness; *Career Education; *Communications; Communicative Competence (Languages); *Consumer Education; Cultural Education; Fine Arts; Humanities; Intermediate Grades; *Language Arts; Language Skills; Learning Activities; Listening Skills; *Native Language Instruction; Nonverbal Communication; Reading Skills; *Spanish Speaking; Speech Communication; Writing Skills

The communication activities described in this guide for Spanish-speaking students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the first of three volumes with communication activities intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components linking language arts skills with the world of work, especially (1) consumer education, (2) careers in communications, and (3) careers related to fine arts and the humanities. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

Crismore, Avon
The Role of Regional Campus in Indiana, Especially Indiana University-Purdue University at Fort Wayne.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Campuses; College Planning; College Role; Consortia; *Cooperative Programs; Educational History; Geographic Regions; Higher Education; *Intercollegiate Cooperation; Mergers; *Multicampus Colleges; *Regional Programs; *Shared Services
IDENTIFIERS- *Indiana University Fort Wayne; *Purdue University Fort Wayne IN

The role of the regional campus in Indiana (specifically the Fort Wayne campus of Indiana University and Purdue University) is considered, based on verbatim accounts of various educators. In addition, an overview of the history and development of the two universities' separate Fort Wayne campuses and the subsequent joint campus established in 1964 is presented in a 1978 case study by Francis T. Borkowski entitled, "A House Divided: Indiana University-Purdue University at Fort Wayne." According to Borkowski, it seemed logical in the early 1960's to place both regional campuses on one campus to share facilities. Each university remained distinct but the duplication of services and overlapping programs were decreased. Verbatim accounts concerning the perceived role of the regional campus are presented by five Fort Wayne faculty members and administrators (Frank Kenworthy, Jack Ulmer, Arthur Keller, Jeannette Clausen, and George Dillon), one Indiana Vocational Technical College dean (Merle Donica), and two Ball State University administrators (Joseph Rawlings and John Craddock). Based on a review of the accounts, it is concluded that more explicit direction is needed for future planning by regional campuses in serving the academic, occupational, and personal needs of local citizens. (SW)

ED 227 726 · HE 015 822

Levitt, Leon
The Traditional Institution and Continuing Higher Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Students; Consultants; *Continuing Education; Decision Making; Educational Demand; Educational Policy; Higher Education; *Nontraditional Education; Nontraditional Students; Program Administration

Functions of the continuing education office of a higher education institution are discussed. Continuing education offices usually offer not-for-credit courses, including personal enrichment and specialized professional courses. Summer sessions are the major activity of the office, and conferences may also be conducted by off-campus groups and professional organizations. Once an idea for a course is introduced attention is directed to questions regarding potential clientele and enrollment, course length, credit or noncredit status, and cost options. Although growth potential still exists for continuing education through degree programs for adults, competition is intense among higher education institutions, local school districts, and proprietary schools. Institutions may engage contractors in surveying the market for continuing education, publicity, program development, site selection and arrangements, program delivery, billing, and financing. Outside contractors customarily offer previously developed and prepackaged educational programs in nontraditional modes, which may emphasize independent study, weekend programs, and forms of programmed instruction. There is still resistance to continuing education at many traditional higher education institutions. (SW)

ED 227 756 HE 015 995

Kleiner, E. L.
The University Studies Program: Five-Year Comprehensive Report to the Committee on Academic Affairs and Curriculum.
Indiana State Univ., Terre Haute. Univ. Studies Program.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Programs; *General Education; Higher Education; *Interdisciplinary Approach; *Liberal Arts; *Public Policy; *Social Problems; State Universities; Values Clarification
IDENTIFIERS- *Indiana State University

The University Studies program at Indiana State University, Terre Haute, is described with regard to program objectives, staffing, admissions, advisement, requirements, and enrollment. The program offers an alternative to meeting general education requirements. While it focuses on contemporary issues of value and choice, it is suitable for all majors and emphasizes interdisciplinary, team-teaching methods. The program core courses are concerned with contemporary issues, ways of knowing, and the individual and global society. Upper division seminars include man and technology, books and issues, science and public policy, movies and society, American policy options, and man and the environment. Currently the faculty for the program are on loan from other departments on a part-time basis. All entering freshmen are invited to enter the program, and about 100-200 elect this option. All University Studies students are required to complete 50 hours of general education course work, 36 hours of which must be chosen from the University Studies program, and 14 hours of which may be selected from the college's general education offerings. A brochure on the program course offerings is included. (SW)

ED 227 771 HE 016 015

Pease, Ted, Ed.; McIntire, Lynnette, Ed.
Liberal Arts: Making the Grade?
Minnesota Univ., Minneapolis. School of Journalism and Mass Communication.
PUB DATE- 80
AVAILABLE FROM- Student Publications, School of Journalism and Mass Communication, 111 Murphy Hall, 206 Church Street, S.E., Minneapolis, MN 55455 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Freedom; Anthropology; *College Faculty; *College Programs; *College Students; Disabilities; Educational Benefits; Education Work Relationship; Faculty Fellowships; Financial Problems; Graduate Surveys; Higher Education; *Liberal Arts; Nontraditional Students; Research; Tenure
IDENTIFIERS- *University of Minnesota Minneapolis

Fourteen magazine articles pertaining to the state of the liberal arts are presented. After an introduction by Ted Pease, "Poet or Plumber?" (Pat Blakely) considers the value of a liberal arts degree. "CLA Profile" summarizes results of a study of College of Liberal Arts students and features five CLA students, while "The Returns Are In..." (Mary Paul) describes the results of a survey of the 332 alumni of the 1973 CLA graduating class. "New Faces" (Lynnette McIntire) considers the nontraditional students (Blacks, Native Americans, and older students) who are increasingly entering the University of Minnesota. "Curriculum Catharsis" (Kate Carter) examines trends in curriculum reform, and presents views of Clarke Chambers, while "Academic Trench Rot" (Jeff Goldberg) considers implications of tenure and issues pertaining to academic freedom. "Sweeping the Guggenheims" (Theresa Levy) features CLA faculty who won Guggenheim Fellowships. Additional articles and authors are as follows: "The Force of Will" (Lynnette McIntire); "The Research Race" (Allison Mucha); "Uncovering a Culture" (Allison Mucha); "The Money Mess" (Susan Sherry); "Go to the Head of the Class" (Mary Paul); "Real World Classrooms" (Steve Madsen); and "Far from the Crowd" (Stephanie Leckband and Ellen Bralower). (SW)

ED 227 712 FL 013 593

Destrezas de communicacion en la vida acutal. Volumen II. Edicion para el maestro (Communication Skills in Everyday Life. Volume II. Teacher Edition). Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($2.50; student edition $2.25).

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Career Awareness; *Career Education; *Communicative Competence (Languages); Cultural Education; Intermediate Grades; *Language Arts; Language Skills; Learning Activities; Listening Skills; Marketing; *Native Language Instruction; Nonverbal Communication; Office Occupations Education; Public Service Occupations; Reading Skills; Service Occupations; *Spanish Speaking; Speech Communication; Writing Skills

The communication activities described in this guide for Spanish-speaking students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the second of three volumes with communication activities intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components linking language arts skills with the world of work, especially (1) business and office careers, (2) personal services careers, and (3) various professions in marketing and distribution. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

ED 227 727 HE 015 823

Clarke, John H.

The Effectiveness of Remediation among High Risk College Freshmen of Different Ages.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Academic Persistence; Adult Students; *Age Differences; *College Freshmen; Grade Point Average; Higher Education; *High Risk Students; Potential Dropouts; *Remedial Programs; Student Participation

The effectiveness of remediation in reducing the risk among skills-deficient college freshmen of different ages was studied. Twenty-five percent of the entering class of the University of Massachusetts, Boston, were identified as skills deficient, based on scores on the Clarke Self Assessment Survey and a written diagnostic test. Of the 258 students, 148 were 18 or 19, while 110 were 20 years old or older. During their first semester, students' participation in voluntary remediation programs was monitored, along with first semester persistence rates and grade point averages (GPAs). For older students, but not for younger students, participation in remediation was associated with high rates of persistence in academic courses. In addition, older students with high rates of hourly contact with remedial activity, and younger students with moderate hourly contact, received higher GPAs than students of all ages participating at low rates. The findings may suggest that older skills-deficient students may be distinguished from similarly deficient younger students by differences in purpose or motivation. (SW)

ED 227 742 HE 015 980

Master Plan for Higher Education: Opportunity in a Time of Change.
Ohio Board of Regents, Columbus.
PUB DATE- Sep 82
AVAILABLE FROM- Ohio Board of Regents, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; College Planning; College Role; Continuing Education; Cooperative Programs; *Educational Finance; Financial Policy; Government School Relationship; Graduate Study; *Higher Education; *Master Plans; School Business Relationship; *Statewide Planning; Undergraduate Study
IDENTIFIERS- *Ohio

The Ohio Board of Regents' master plan for higher education is presented. After providing an overview of Ohio's higher education system, the following factors that should be considered in statewide planning are addressed: the economy of Ohio, the availability of student financial aid, changing enrollment patterns, changes in federal and state policies, the changing public perception of the value of college and university study, and the increasing competition for students. A social compact is proposed for collaboration between public and private colleges and universities, and business, industrial, and governmental leaders. Recommendations for enacting the social compact are offered for the areas of instruction, public service, and research. Access to college programs is discussed with reference to college preparation, undergraduate programs, graduate programs, and noncredit continuing education programs. Geographic access, access for physically impaired students, and financial access to higher education are also considered. In addition, attention is directed to: reform of subsidy support, capital improvements planning and budgeting, clarifying institutional objectives, program review, and service patterns of state universities and two-year colleges. (SW)

ED 227 772 HE 016 021

Davis, Gary
Denial of Academic Freedom to Professors of Religion: A History of AAUP Complicity.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Freedom; *Censorship; *Church Related Colleges; Church Role; *College Faculty; Conformity; Educational History; Employment Practices; Faculty College Relationship; Higher Education; Personnel Policy; *Position Papers; Religion; *Religious Education; Teaching Conditions
IDENTIFIERS- *American Association of University Professors

The American Association of University Professors' (AAUP) support for the right of institutions to deny academic freedom to professors of religion is traced historically. It is suggested AAUP would not likely censor an institution that chose to restrain heretical opinions, although this position conflicts with AAUP's strong support for open academic inquiry. The 1965-1967 Kilgore committee members appeared to prefer an option that was not being considered: the elimination of a religious restraint clause. Currently, professors of religion in church-related colleges and universities face the following unresolved questions: (1) should church-related colleges and universities have the right to restrain a professor's challenge to the church's doctrines? (2) If a college announced its policy of restraint of nonconforming opinions at the time a professor was hired, would the AAUP censor the college administration if it moved through proper channels to terminate a subsequent expression of nonconformity? Since 1950 AAUP has not spoken in support of the restraint clause, but has also failed to repudiate it. (SW)

ED 227 757 HE 015 996

Peseau, Bruce A.
Fifth Annual Academic Production and Funding Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges, 1981-1982.

SPONS. AGENCY- Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges.
PUB DATE- Dec 82
AVAILABLE FROM- College of Education, University of Alabama, 212 Wilson, P.O. Box Q, University, AL 35486.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Degrees (Academic); Educational Finance; Faculty Workload; *Financial Needs; Full Time Faculty; Higher Education; *Land Grant Universities; National Surveys; *Productivity; *Program Costs; Questionnaires; Schools of Education; *State Universities; *Teacher Education Programs; Teacher Educators; Upper Division Colleges

The academic productivity and financing of 69 teacher education programs in state universities and land-grant colleges in 40 states were analyzed. Of 111 schools mailed questionnaires, deans from 69 responded. Data were provided on 211 variables in major categories of program approval, faculty, faculty load, and salaries; budgets and related full-time-equivalent (FTE) staffing; academic productivity by level; and degrees conferred by level. Another 70 variables were calculated from the data including: average class size; credit hour productivity per FTE faculty; cost per credit hour; cost per FTE student; institutional program complexity; student-faculty ratios; faculty to support staff ratios; and resources from university and external sources. It was found that many teacher education programs are severely underfunded. The average direct costs of instruction per undergraduate teacher education major was only 68 percent as much as for a public school student. It is concluded that university administrators fund academic programs with little apparent relationship to what these colleges produce. Tables present data on 70 program variables. A list of participating institutions, the questionnaire, and a table of program complexity factors are appended. (SW)

ED 227 713 FL 013 594

Destrezas de communicacion en la vida actual. Volumen III. Edicion para el maestro (Communication Skills in Everyday Life. Volume III. Teacher Edition). Applied Basic Curriculum Series.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($2.50; student edition $2.25).
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Awareness; *Career Education; *Communicative Competence (Languages); Cultural Education; Intermediate Grades; Language Arts; Language Skills; Learning Activities; Listening Skills; *Medical Education; *Native Language Instruction; Nonverbal Communication; *Public Service Occupations; Reading Skills; *Spanish Speaking; Speech Communication; Transportation; Writing Skills

The communication activities described in this guide for Spanish-speaking students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the third of three volumes with communication activities intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components linking language arts skills with the world of work, especially (1) public service careers, (2) careers related to transportation, and (3) health-related careers. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

ED 227 728 HE 015 905

Bligh, Donald, Ed.
Accountability or Freedom for Teachers? Programme of Study into the Future of Higher Education.
Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-88-0; SRHE-M-50
PUB DATE- 82
AVAILABLE FROM- The Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Freedom; *Accountability; *College Faculty; Employment Patterns; Faculty College Relationship; *Faculty Development; Foreign Countries; Governance; *Higher Education; Personnel Policy; Public Policy; *Teacher Responsibility
IDENTIFIERS- *Great Britain

Issues pertaining to the teaching function of higher education are considered in four papers from the sixth seminar of the Leverhulme Programme of the Study into the Future of Higher Education. In "Teachers and Staffing," Norman Lindop, Neil Merritt, Brian Gowenlock, and David Warren Piper review the varied contexts and conditions of the work of academic staff, and conclude with 55 propositions regarding the individual staff member, the institutional setting, and the national context in the United Kingdom. Donald Bligh considers a traditional approach to decisions in "The Professional Development of Teaching?" Attention is directed to needs of professional development, present approaches and policies, and general proposals in the context of higher education institutions and the system as a whole. In "The Values Presupposed," Mary Warnock considers the structure of higher education, the content and methods of the curriculum, and conflicting demands for the academic freedom and social accountability of teachers. Lastly, in "Freedoms, Rights, and Accountability," Donald Bligh discusses academic freedoms in teaching, a contract between student and institution, and the accountability of teachers. (SW)

ED 227 743 HE 015 981

Renner, Richard; Rothman, Louise
Program for International Service and Career Development: Reactions from University Specialists.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Planning; College Programs; Educational Certificates; Employment Opportunities; *Foreign Culture; Higher Education; *International Education; Occupational Information; *Overseas Employment; *Student Exchange Programs; Study Abroad; Teacher Attitudes; Teaching (Occupation)
IDENTIFIERS- *University of Florida

Reactions of 10 University of Florida faculty members to a proposed certificate program for international service and career development, as well as descriptive information on the program, are presented. The program covers the following areas: foreign dimensions of international careers; living and working abroad as an American citizen; employment opportunities and consulting patterns in professional fields; teaching in an international setting; and patterns of international study at the high school, undergraduate, and graduate levels. A major objective of the basic course is to develop a sensitivity to and respect for non-American cultural and institutional patterns. A survey of colleagues revealed that all interviewees liked the idea of adding a practical international career dimension to existing professional programs. Several respondents recognized that the main theme of the basic course was living and working in foreign settings, and the majority recognized the course as a supplement to specialization in a professional or liberal arts field. Finally, all respondents favored a foreign sojourn. Appended materials include a course outline and a list of program purposes, certificate requirements, core courses, and other core options. (SW)

ED 227 773 HE 016 022

ACT High School Profile Report. Students Tested 1980-81 School Year. 10% Sample National Report. Code 990-000.

American Coll. Testing Program, Iowa City, Iowa.

PUB DATE- 81
AVAILABLE FROM- The American College Testing Program, 2201 North Dodge Street, Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Aptitude; Academic Aspiration; Aptitude Tests; Career Choice; *College Bound Students; College Choice; Higher Education; *High School Students; *National Norms; Scores; *Student Attitudes; *Student Characteristics
IDENTIFIERS- *American College Testing Program

Normative data on students who took the American College Testing (ACT) Program Assessment during the 1980-1981 academic year are presented, based on a 10-percent national sample. Statistics are presented on academic abilities, interests, goals and aspirations, high school achievements and student characteristics, evaluation of the local high school, and college attractions. Specific tables include: distributions of ACT scores frequencies, percentile ranks, and percentages for men and women combined and separately; grade level at time of testing and mean ACT composite tests score; distributions of high school grades; distributions of interest score scales for men, women, and combined total; percentage distributions of planned college majors and vocational choice fields; degree aspirations; number of out-of-class accomplishments during high school; profile of students according to type of postsecondary institution selected and according to high school curriculum; perceived adequacy of high school education according to curriculum or program; relative importance of college choice factors; and within-state colleges selected by students, listed according to the number of times selected choice number one. (SW)

ED 227 758 HE 015 997

Nichols, John P.
The Core Curriculum at Saint Joseph's College, Rensselaer, Indiana.
Saint Joseph's Coll., Rensselaer, Ind.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Christianity; *Church Related Colleges; College Role; *Core Curriculum; *Curriculum Development; Educational Objectives; *General Education; Higher Education; Integrated Curriculum; Interdisciplinary Approach; *Liberal Arts; Non Western Civilization; Undergraduate Study; Values; Western Civilization
IDENTIFIERS- Saint Josephs College IN

The core curriculum at Saint Joseph's College is described, along with the revision of the general education program during 1966-1969. The core program, which is integrative in structure, was adopted because it provided a means to achieve the goals of the institution, a Catholic liberal arts college. The change to the core curriculum required radical changes in schedules, departmental offerings, and course assignments. The 45-credit, interdisciplinary, semester programs extend through the four undergraduate years. The courses are as follows: The Contemporary World, The Roots of Western Civilization, the Christian Impact on Western Civilization, the Modern World, Man in the Universe, Non-Western Studies, Toward a Christian Humanism, and Christianity & the Human Situation. In addition to including history, science, and cross-cultural studies, the curriculum is designed to develop cognitive and communication skills, student awareness of the world, integrative abilities, values, and specific Christian values. Attention is also directed to faculty and curriculum development, and assessment of program quality. A list of course lectures and readings is included. (SW)

ED 227 714 FL 013 596

Science: A Practical View. Volume I. Teacher Edition. Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.10; student edition $2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Building Trades; Elementary School Science; *Health Education; Intermediate Grades; *Marine Biology; Measurement; *Science Careers; Science Curriculum; Science Experiments; *Science Instruction; Scientific Methodology

This guide, the first in a series of three, provides the intermediate science student and teacher an opportunity to review selected science concepts and processes through activities which emphasize the applicability of scientific knowledge in the professional world. The three components in this guide deal with (1) ecology (what marine science workers do, environmental problems in marine science, and ecological factors in marine science); (2) health (functions and characteristics of cells, the results of improper nutrition, and selected jobs in the health field); and (3) the need for communication and measurement skills in construction careers. The activities in each of the components reinforce the student's skills in processes such as classifying, interpreting data, and controlling variables. Each activity contains an objective, key words, and a listing of materials needed to complete the learning experience. Simple experiments that students can perform have been included when applicable. In addition, the teacher is provided with a step-by-step outline of suggestions on how to implement the activity. An optional section in each component entitled "Home and Community" provides projects for extending the skills and knowledge gained to those areas. (NCR)

ED 227 729 HE 015 911

Robinson, Ken, Ed.
The Arts and Higher Education. Programme of Study into the Future of Higher Education.
Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-89-9; SRHE-M-48
PUB DATE- 82
AVAILABLE FROM- Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Aesthetic Education; *Art Education; Arts Centers; College Programs; *Dance Education; Design Crafts; Educational Finance; Educational Objectives; Film Study; Foreign Countries; *Higher Education; *Literature; *Music Education; *Theater Arts; Visual Arts
IDENTIFIERS- *United Kingdom

Issues concerning arts in higher education are considered in discussion papers, group reports, and recommendations from the fifth seminar of the Leverhulme Programme of the Study into the Future of Higher Education. In "The Issues," Peter Brinson and Ken Robinson suggest that the arts are vitally important for the quality of national life and, therefore, are a central concern for higher education. John Blacking considers the value of an anthropological perspective concerning the arts in "A Case for Higher Education in the Arts"; Malcolm Griffiths explores a concept of community responsibility for the arts in "Pyramids of Excellence?"; and John Allen considers the current range of provision for the arts in higher education in "Where Are the Arts Best Taught?" Finally, Brian Trowell considers arts courses in higher education in "Course Designs," and David Bethel discusses facilities, staff, program costs, and grants and funding in "Resources." Group reports and recommendations are also presented for music, art and design, literature, film/television, dance, and drama. Appended materials include a list of schools and their arts offerings, data on number of courses and enrollments by level, and a lists of museums and arts centers utilized by universities. (SW)

ED 227 759 HE 015 998

Adams, E. W.; Habtemariam, T.

Perspectives on Veterinary Medical Education: The Tuskegee Experience.

Tuskegee Inst., AL. School of Veterinary Medicine.

PUB DATE- May 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Academic Achievement; *Aptitude Tests; Employment Experience; Grade Point Average; Graduate Surveys; Higher Education; *Minority Groups; Predictor Variables; *Veterinary Medical Education

IDENTIFIERS- *Auburn University AL; *Tuskegee Institute AL

The extent to which Veterinary Aptitude Test (VAT) scores are valid predictors of veterinary student performance and the effect of a summer enrichment program were assessed for Tuskegee Institute and Auburn University students. In addition, attention was directed to predictors of specialty choices and patterns of specialty choices and employment for minority veterinary graduates. Data were obtained from Tuskegee Institute student records, a survey of 1981-1982 Tuskegee Institute and Auburn University students, and a second survey of 1963-1978 Tuskegee veterinary alumni. For 122 Tuskegee students, attention was directed to various descriptive statistics, including grade point average (GPA) at entrance and during veterinary school and cumulative/subcomponent VAT scores. Comparative statistics were used to assess if there were sex differences for GPA and VAT scores. Additional statistical approaches were used to determine the effect of various variables on first-year veterinary school GPA. Questionnaire responses were analyzed for 59 Tuskegee and 111 Auburn veterinary students. The alumni questionnaire study is still in progress. Questionnaires and codes for student and alumni data are appended, along with statistical data. (SW)

ED 227 744 HE 015 982

A Proposal to Establish the Ohio Business, Education and Government Alliance.
Ohio Board of Regents, Columbus.
PUB DATE- 10 Sep 82
AVAILABLE FROM- Ohio Board of Regents, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cooperative Programs; Education Work Relationship; *Government School Relationship; Higher Education; Institutional Cooperation; *Research Opportunities; *School Business Relationship; Staff Development; State Legislation; Technical Assistance; *Technology Transfer
IDENTIFIERS- *Ohio

An Ohio Board of Regents proposal for the establishment of the Ohio Business, Education, and Government Alliance is presented pursuant to House Bill 694. The partnership is designed to achieve economic renewal in Ohio and to distribute research results, provide a clearinghouse for consultative services, and coordinate training services related to the needs of business and industry. Under the leadership of a coordinating council, the alliance would be comprised of three operating councils: (1) an education and training council to design and coordinate education and training programs for employees; (2) a technology and knowledge transfer council to design and coordinate activities that would make current knowledge, research results, and technological advances in useful form to business, industry, and government; and (3) a research and development council to oversee programs to stimulate university research efforts geared toward promoting business and industry activity in Ohio. The coordinating council would consist of 12 members appointed by the governor, 8 representing business and industry, and 4 representing colleges and universities. The text of House Bill 694 is appended. (SW)

ED 227 774 HE 016 023

Forman, Susan Bardellini; And Others

Cost Effective Ideas for Serving Disabled Students on Campus.

American Council on Education, Washington, DC. Higher Education and the Handicapped Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
CONTRACT- 300-80-0857
AVAILABLE FROM- Higher Education and the Handicapped Resource Center, One Dupont Circle, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Accessibility (for Disabled); *Ancillary School Services; *College Students; *Cost Effectiveness; Deaf Interpreting; *Disabilities; Higher Education; Long Range Planning; Program Development; Sensory Aids; Student Personnel Services

Considerations for determining the cost effectiveness of campus programs and devices for disabled students and examples of current programs/services are presented, along with planning strategies and selected annotated resources. Specific questions that should be considered in initiating a program or purchasing equipment are listed. Programs that illustrate specific practical ideas that have been successful and cost effective are as follows: transportation program, targeted fund-raising, low technology aid, peer counseling, attendant care, vibrating alarm system, wireless frequency modulated (FM) amplification, volunteer readers, and efficient use of readers and interpreters. Contact people are listed with each of these ideas, which are only one component of the overall program to provide physical and program access for students and others with disabilities at the institutions. The type of planning group that is needed on campuses and the use of existing services facilities, with adaptations, are discussed, and the importance of long-range planning is emphasized. Lastly, 12 resource publications are briefly described. (SW)

Science: A Practical View. Volume II. Teacher Edition. Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.10; student edition $2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Biological Sciences; Elementary School Science; *Environmental Education; *Health Education; Intermediate Grades; *Science Careers; Science Curriculum; Science Experiments; *Science Instruction

This guide, the second in a series of three, provides the intermediate science student and teacher an opportunity to review selected science concepts and processes through activities which emphasize the applicability of scientific knowledge in the professional world. The guide is divided into three components. The first component helps students understand the relationship of science to careers in health by (1) discussing the role of chromosomes in our genetic makeup and the professionals who work in the field, (2) contrasting inherited and acquired characteristics, and (3) describing how the scientific principles of inherited characteristics are used by health workers. In the second component, students can examine the effects of soil erosion, weathering, and flooding through narratives about the activities of workers in agriculture and natural resources. The third component details those professions that are directly related to the environment. The activities in each of the components reinforce the student's skills in processes such as classifying, interpreting data, and controlling variables. Each activity contains an objective, key words, and a listing of materials needed to complete the learning experience. Simple experiments that students can perform have been included when applicable. In addition, the teacher is provided with a step-by-step outline of suggestions on how to implement the activity. An optional section in each component entitled "Home and Community" provides projects for extending the skills and knowledge gained to those areas. (NCR)

ED 227 716 FL 013 598

Science: A Practical View. Volume III. Teacher Edition. Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.10; student edition $2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Elementary School Science; *Environmental Education; Heating; Intermediate Grades; Prediction; *Science Careers; Science Curriculum; Science Experiments; *Science Instruction; *Space Sciences; *Weather

This guide, the third in a series of three, provides the intermediate science student and teacher an opportunity to review selected science concepts and processes through activities which emphasize the applicability of scientific knowledge in the professional world. The three components in this guide deal with (1) the scientific principles of heating and cooling as related to careers in the environmental field; (2) the scientific knowledge necessary for professions in public service, in particular weather forecasting; and (3) the scientific skills necessary for transportation careers, with emphasis on satellite research and space travel. The activities in each of the components reinforce the student's skills in processes such as classifying, interpreting data, and controlling variables. Each activity contains an objective, key words, and a listing of materials needed to complete the learning experience. Simple experiments that students can perform have been included when applicable. In addition, the teacher is provided with a step-by-step outline of suggestions on how to implement the activity. An optional section in each component entitled "Home and Community" provides projects for extending the skills and knowledge gained to those areas. (NCR)

ED 227 717 FL 013 599

La ciencia en la vida actual. Volumen I. Edicion para el maestro (Science in Everyday Life. Volume I. Teacher Edition). Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.10; student edition $2.75).
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Building Trades; Elementary School Science; *Health Education; Intermediate Grades; *Marine Biology; Measurement; Metric System; Science Careers; Science Curriculum; Science Experiments; *Science Instruction; Scientific Methodology; Spanish Speaking

This guide, the first in a series of three, provides the Spanish-speaking intermediate science student and teacher an opportunity to review selected science concepts and processes through activities which emphasize the applicability of scientific knowledge in the professional world. The three components in this guide deal with (1) ecology (what marine science workers do, environmental problems in marine science, and ecological factors in marine science); (2) health (functions and characteristics of cells, the results of improper nutrition, and selected jobs in the health field); and (3) the need for communication and measurement skills in construction careers, with emphasis on using the metric system. The activities in each of the components reinforce the student's skills in processes such as classifying, interpreting data, and controlling variables. Each activity contains an objective, key words, and a listing of materials needed to complete the learning experience. Simple experiments that students can perform have been included when applicable. In addition, the teacher is provided with a step-by-step outline of suggestions on how to implement the activity. An optional section in each component entitled "Home and Community" provides projects for extending the skills and knowledge gained to those areas. (NCR)

ED 227 718 FL 013 600

La ciencia en la vida actual. Volumen II. Edicion para el maestro (Science in Everyday Life. Volume II. Teacher Edition). Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.10; student edition $2.75).
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Biological Sciences; Elementary School Science; *Environmental Education; *Health Education; Intermediate Grades; *Science Careers; Science Curriculum; Science Experiments; *Science Instruction; Spanish Speaking

This guide, the second in a series of three, provides the Spanish-speaking intermediate science student and teacher an opportunity to review selected science concepts and processes through activities which emphasize the applicability of scientific knowledge in the professional world. This guide is divided into three components. The first component helps the student to understand the relationship of science to careers in health by (1) discussing the role of chromosomes in our genetic makeup and the professionals who work in the field, (2) contrasting inherited and acquired characteristics, and (3) describing how the scientific principles of inherited characteristics are used by health workers. In the second component, students can examine the effects of soil erosion, weathering, and flooding through narratives about the activities of workers in agriculture and natural resources. The third component details those professions that are directly related to the environment. The activities in each of the components reinforce the student's skills in processes such as classifying, interpreting data, and controlling variables. Each activity contains an objective, key words, and a listing of materials needed to complete the learning experience. Simple experiments that students can perform have been included when applicable. In addition, the teacher is provided with a step-by-step outline of suggestions on how to implement the activity. An optional section in each component entitled "Home and Community" provides projects for extending the skills and knowledge gained to those areas. (NCR)

ED 227 719 FL 013 601

La ciencia en la vida actual. Volumen III. Edicion para el maestro (Science in Everyday Life. Volume III. Teacher Edition). Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.10; student edition $2.75).
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Elementary School Science; *Environmental Education; Heating; Intermediate Grades; Prediction; *Science Careers; Science Curriculum; Science Experiments; *Science Instruction; *Space Sciences; Spanish Speaking; *Weather

This guide, the third in a series of three, provides the Spanish-speaking intermediate science student and teacher an opportunity to review selected science concepts and processes through activities which emphasize the applicability of scientific knowledge in the professional world. The three components in this guide deal with (1) the scientific principles of heating and cooling, as related to careers in the environmental field; (2) the scientific knowledge necessary for professions in public services, in particular weather forecasting; and (3) the scientific skills necessary for transportation careers, with emphasis on satellite research and space travel. The activities in each of the components reinforce the student's skills in processes such as classifying, interpreting data, and controlling variables. Each activity contains an objective, key words, and a listing of materials needed to complete the learning experience. Simple experiments that students can perform have been included when applicable. In addition, the teacher is provided with a step-by-step outline of suggestions on how to implement the activity. An optional section in each component entitled "Home and Community" provides projects for extending the skills and knowledge gained to those areas. (NCR)

ED 227 720 FL 013 606

Clancy, Patricia M.
Referential Strategies in the Narratives of Japanese Children.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Child Language; Discourse Analysis; *Japanese; Language Research; *Language Skills; *Narration; Psycholinguistics; *Story Telling; *Verbal Development
IDENTIFIERS- *Referents (Linguistics)

This paper examines the referential strategies used by Japanese children and adults in two story telling tasks focusing upon the following discourse contexts: (1) first mentions of story characters, (2) references in subject position to the same character, and (3) references to another character. The subjects, 60 children and 10 adults, were interviewed and asked to tell the story of a set of cartoons and a 7-minute color videotape. The children differentiated the three discourse contexts, although not as strongly as the adults. Both children and adults used nominal reference for first mentions of story characters. Developmental trends showed up especially in the contexts calling for explicit nominal reference, first mentions, and switch subjects. In the children's narratives, a less frequent use of nominal first references was found in the three younger groups. Examination of the data leads to the conclusion that differences in children's referential choices can be understood by considering the nature of the context and the child's relationship to the referent in each case. It would seem that their referential choices are based on their own relationship to the referent, that they ignore the listener's needs, and that they master the skill of introducing referents recalled from memory during their fourth year. (AMH)

ED 227 721 FL 013 607

Pea, Roy D.; And Others
World-Making and World-Revealing: Semantics and Pragmatics of Modal Auxiliary Verbs during the Third Year of Life.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Child Language; *Discourse Analysis; Language Acquisition; Language Research; *Pragmatics; Preschool Children; Psycholinguistics; *Semantics; *Speech Communication; *Verbal Development
IDENTIFIERS- *Modal Auxiliary Verbs

Extensive longitudinal data were gathered on a child's entry into the symbolically mediated modal world by examining changes in the semantics and pragmatics of her uses of modal auxiliary verbs. The data are 53 transcripts of natural conversations between a girl, Nina, and her mother recorded periodically from her 23rd month to her 39th month. The focus is on 1,826 modal expressions she produced. The three major analyses used were a semantic analysis, conversational act analysis to ask what she is doing when she uses a modal, and a third analysis to ascertain what worlds her modal utterances referred to. The modalities fall into three categories: (1) the dynamic, or logic of factual conditions for action; (2) the deontic, or the normative conditions; and (3) the epistemic, or logic of knowledge or belief claims. Nina's first modals were produced at age 2 years, 2 months. Her overall modal production increased in each of the 4-month periods, along with a steady increase in the number of different forms. The overall analysis shows that Nina used modals more frequently to initiate than to respond to turns of talk. By her use of modals, she formulates and communicates plans, structures and enriches the world of pretend play she creates, and coordinates and shares her meaningful actions with others. (AMH)

ED 227 730 HE 015 913

Meek, V. Lynn
The University of Papua New Guinea. A Case Study in the Sociology of Higher Education.
REPORT NO.- ISBN-0-7022-1638-0
PUB DATE- 10 Dec 82
AVAILABLE FROM- University of Queensland Press, 5 South Union Street, Lawrence, MA 01843 ($34.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Change Strategies; Conflict Resolution; *Cultural Context; *Developing Nations; *Educational Development; *Educational Sociology; Foreign Countries; Government School Relationship; Higher Education; *Political Influences; Social Problems
IDENTIFIERS- New Colleges; *Papua New Guinea; *University of Papua New Guinea

A case study of the first 10 years of the University of Papua New Guinea is presented, with attention focused on the function, structure, and character of a new university in a newly independent nation. The analysis is based on the three issues of adaptation, conflict, and change, and the case study is designed to test how well past social theories fit the reality of a new university in a Melanesian environment, which is characterized by oral transmission of culture, an agricultural economy (until recently), and its history as a colony. The establishment of the University, difficulties with the Australian Department of Territories, early university leaders, and various kinds of struggles are described. Additional considerations include: the contribution of staff to the educational and political life of the colony and new nation, problems facing new students, social problems arising from bringing together sometimes antagonistic people, and the special problems of the small minority of women on campus. Finally, the complex organization of the university and the external environment are examined, including the challenge of reconciling the problems of local relevance with the demands of international standards of scholarship. The methodological and theoretical frameworks for the analysis are also discussed. (SW)

ED 227 745 HE 015 983

Gough, J. E.; Coltman, B.
Counselling The Distance Student: Fact or Fiction. Occasional Paper, Number 2, Winter 1979.
Deakin Univ., Geelong (Australia). Centre for Educational Services.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Academic Advising; *Adult Students; College Students; Comparative Education; *Extension Education; Foreign Countries; Higher Education; Nontraditional Students; *School Orientation; Student Adjustment; Student Needs; *Student Personnel Services
IDENTIFIERS- *Australia; *Distance Education

The distance teaching counseling program for mature students at Deakin University, Australia, is discussed, along with the extent to which adequate counseling is provided for the distance student in Australia and other countries. Completion of admission and enrollment procedures for new off-campus students between June and December in the year prior to their starting the course helps prepare Deakin University distance students. The first teaching material is sent 5-6 weeks before the on-campus counterpart of the class begins, and a counseling package provides the following materials: information on potential problems, available resources, a self-assessment exercise to review reasons for college study at Deaken University, and advice on study techniques. Students can also request information on the nature and content of units being offered. In addition, a Saturday workshop helps students explore in more detail some of the issues raised in the counseling package as well as other student concerns. Needs assessment suggests the following conclusions: a single session or workshop is not sufficient to deal effectively with student needs; returning or continuing in college is more difficult for women; and high-risk students need to be identified and receive special programing. (SW)

ED 227 775 HE 016 024

Ottinger, Cecilia
Student Loan Options: What Is Happening? Policy Brief.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE- Dec 82
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Students; *Educational Finance; Federal Aid; *Financial Policy; *Fund Raising; Higher Education; Interest (Finance); *Public Policy; Student Financial Aid; *Student Loan Programs

Recent efforts by several states and colleges to establish new student loan programs are described, based in part on a policy seminar held in September 1982. Prospects and problems of the options are also considered. Several higher education institutions are developing loan programs that follow conventional financing methods and do not utilize federal subsidies. States have used a variety of approaches to finance alternative programs for student loans. Illinois, Massachusetts, Maryland, and Iowa have created a new authority for loans--single-purpose bond authorities to raise money for student loans through the sale of tax-exempt bonds. Expanding the mandate of existing bond authorities (e.g., for housing facilities) to include student loans is another approach. A third approach is the use of the state board of higher education. In addition, new federal loan programs--PLUS and ALAS (Parent Loans for Undergraduate Students and Auxiliary Loans to Assist Students)--may assume an important role as a supplement to the Guaranteed Student Loan Program. Areas of concern include the expense of conventional financing methods, tax-exempt bonds, and public policy issues. Criteria that might be useful for evaluating alternative loan options are identified. (SW)

ED 227 760 HE 015 999

McCullagh, James G.; Maypole, Donald E.
Career Status of Baccalaureate Social Work Graduates: An Appraisal of a Professional Program.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bachelors Degrees; *Education Work Relationship; *Employment Experience; Employment Level; Graduate Study; *Graduate Surveys; Higher Education; Majors (Students); Professional Education; *Social Work; Social Workers; Work Attitudes
IDENTIFIERS- *University of Northern Iowa

A followup survey was conducted of baccalaureate-level graduates of the University of Northern Iowa (UNI) Department of Social Work to develop a database on graduates' career activities and to determine the market for the Masters of Social Work (MSW) program as well as graduates' view of the efficacy of the social work major. Of 538 graduates mailed a questionnaire, 172 responded. Findings include the following: 65 percent were either working full-time, part-time, or were enrolled full-time in a graduate social work program; 11 percent had not obtained a social work position; most graduates were employed by agencies in urban areas and most worked for public agencies; most worked in Iowa; most were providing direct client services, while 30 percent were supervisors, coordinators, directors, and in other indirect service positions; males earned $18,032, while females earned $16,842; most were satisfied with their current position, and only 13 percent were dissatisfied; 60 percent believed they were well prepared for entry into social work, and 20 percent thought they were poorly or very poorly prepared; and 22 percent had earned an MSW or were enrolled in graduate studies. Graduates' suggestions for improving the social work program are included. (SW)

Hauptman, Arthur M.
Student Loan Default Rates in Perspective. Policy Brief.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE- Feb 83
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Students; Expenditures; *Federal Aid; Higher Education; Legal Responsibility; *Loan Repayment; *Program Costs; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Direct Student Loan Program

Perspectives on defaults occurring under the two major federal student loan programs, Guaranteed Student Loans (GSL) and National Direct Student Loans (NDSL), are presented. Attention is directed to differences in the size and mode of operation of these programs, the extent and costs of default, comparisons with other types of loans, and the outlook for future loan defaults and costs. It is noted that default rates in the larger program, GSL, are lower than in NDSL, while default rates for both programs in 1981 were slightly lower than in 1980. The default rates for private sector loans are less than those on student loans. It is suggested that the government should develop an annual measure of student loan defaults. The GSL program has made over 20 million loans worth $35 billion from 1965 through the end of 1982, while the NDSL program has made 7 million loans, totalling an estimated $8 million, from 1958 through the end of 1982. GSL default-related costs in 1981 and 1982 amounted to about 9 percent of total federal expenses. It is projected that in the next few years, default-related costs, and their share of total GSL program costs, will probably rise due to the unusually large volume of loans entering repayment and to projected declines in interest rates. (SW)

ED 227 761 HE 016 000

Hansen, W. Lee
Economic Growth and Equal Opportunity: Conflicting or Complementary Goals in Higher Education. Discussion Papers, DP #706-82.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 82
AVAILABLE FROM- Institute for Research on Poverty, 3412 Social Science Building, 1180 Observatory Drive, University of Wisconsin, Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Aspiration; *College Attendance; Economically Disadvantaged; Economic Climate; *Educational Equity (Finance); *Enrollment Influences; *Federal Aid; Financial Aid Applicants; Higher Education; *Low Income Groups; *Student Financial Aid

The extent to which student financial aid has changed the composition of young people attending and planning to attend college is considered. The income redistribution policies of the 1960s and 1970s included rapid expansion of federal financial aid programs and reflected a shift from the goal of promoting economic efficiency and faster economic growth to the goal of providing greater equity. Data from the annual Current Population Surveys show that little or no change occurred in the ratio of college enrollment rates for youth from families with income below the median relative to youth from families with above-median incomes. Additionally, data from the National Longitudinal Study of the High School Class of 1972 show no real changes in college attendance plans of high school seniors, after controlling for socioeconomic status and ability. It is concluded that student financial aid programs substituted public for private funds, thus reducing the burden of educational costs to college students and their parents. They did relatively little, however, to induce more youth from lower income families to attend college and they impeded economic growth by sacrificing economic efficiency. The major student financial aid programs, their rationale, and expected effects are reviewed. (SW)

ED 227 746   HE 015 984

King, Brenda; And Others
Support Systems in Distance Education. Occasional Paper, Number 3, December 1980.
Deakin Univ., Geelong (Australia). Centre for Educational Services.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTIONS- *Academic Advising; *Ancillary School Services; Comparative Education; Educational Technology; *Extension Education; *Faculty Advisers; Foreign Countries; Higher Education; Mentors; Nontraditional Students; Open Universities; *Performance Contracts; *Resource Centers; Satellite Facilities; Student College Relationship
IDENTIFIERS- *Distance Education; Open University (Great Britain); Tutorial Mode

Several approaches being used to support students in distance education programs in the United Kingdom, the United States, and other countries are described. Britain's Open University support services are offered through tutor-counselors in about 260 local study centres throughout the United Kingdom. Students are assigned to specialist tutors who deal with the academic content of the course and mark their assignments. In addition, self-help or study groups are sources of support in distance education in the Open University system. In the United States, the mentor system and contract learning illustrate concern to develop appropriate support for students. Assigned to 25-30 students, the mentor initially helps each student develop an individual study program and is then involved in all aspects of the student's progress, with weekly or biweekly consultations. In University Without Walls institutions in the United States, a teacher-advisor helps students develop a learning contract that serves as a basis for evaluating each student's performance. Various types of educational technologies are also a source of support in distance education. (SW)

ED 227 731 HE 015 955

Lewis, Raymond J.
Meeting Learners' Needs Through Telecommunications: A Directory and Guide to Programs.
American Association for Higher Education, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Center for Learning and Telecommunications, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($45.00, 10 or more $35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTIONS- Audiotape Recordings; *Audiovisual Communications; Community Colleges; *Computer Assisted Instruction; Consortia; Delivery Systems; Educational Radio; *Educational Technology; Educational Television; *Media Selection; Open Universities; *Postsecondary Education; Professional Associations; Teacher Role; Technical Institutes; *Telecommunications; Videotape Recordings

Seventy postsecondary programs that use one or more telecommunications technologies to serve learners are described, and current patterns and trends, and projections about future problems and possibilities, are discussed. The purpose of the guide is to encourage educators to focus attention on the educational problem before considering which, if any, electronic technology is appropriate. There is an emphasis on technological applications that address the educational needs of learners rather than administrative needs. In addition, programs that have a capacity to serve off-campus as well as on-campus students are emphasized. The guide is broad in scope, including most types of postsecondary organizations (i.e., colleges, universities, vocational/technical institutes, libraries, hospitals, professional associations); all forms of telecommunications technologies (audio, video, computer); and all educational levels (basic skills, undergraduate, graduate, professional, and adult continuing education). Additional contents include: highlights of each program; charts describing the educational missions and telecommunications technologies of different types of organizations; a glossary of technical terms; and index listings, which include organizations, programs, states, and academic subjects. (SW)

ED 227 777 HE 016 026

Abrams, Marjorie D.
Research Needs in International Student Affairs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Ancillary School Services; *College Students; Cultural Exchange; *Foreign Students; Higher Education; *International Educational Exchange; Peer Relationship; Relevance (Education); *Research Needs; Student College Relationship; *Student Exchange Programs

The perceptions of educators working with international students in higher education regarding research needs in the field of international student affairs were surveyed. The 36 respondents were instructors and administrators of programs for English language study, international education, foreign student advising, and they represented 18 public and private universities, 4 colleges, 11 junior or community colleges, and 1 consortium. Respondents ranked each questionnaire topic on a three-point scale, also rank ordered the general research headings according to their importance to the individual and institution, and also identified other research needs. Respondents considered the impact of international students on U.S. institutions, opinion, and knowledge to be the most important research topic. Other topics they perceived essential were as follows: the content relevance of U.S. curricula, the adequacy of nonacademic services for international students, factors that facilitate students successful readjustment upon return home; cultural coexistence as a coping style, and the nature of U.S. students who are affected by the presence of international students on the campus. Respondents indicated 22 additional research topics, including female foreign student needs and language proficiency. (SW)

ED 227 762 HE 016 001

Student Aid Computer Search Organizations: Preliminary Report of the Ad Hoc Committee of the California Student Aid Commission.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Ancillary School Services; College Students; *Computer Oriented Programs; *Databases; Higher Education; Information Retrieval; *Information Services; Information Systems; *Private Financial Support; Questionnaires; *Student Financial Aid
IDENTIFIERS- *California Student Aid Commission

Findings of a California committee that investigated computer-based student aid search services are examined. In mid-1982, over 40 computer search organizations had been identified. A survey of the organizations found that almost all were private-for-profit firms. Only four of the respondents that offer a direct service to students maintain their own database. Most of the others utilize the database of Academic Guidance Services, an organization that has a database of about 3,800 sources, but which does not offer a service directly to students. Based on a review of the survey findings, the committee made observations regarding the following: advertising, fees and refund policies, quantity and quality of the database, quality of information, and inclusion of federal/state sources. The committee noted that the following three postsecondary institutions utilize computer searching to provide information about outside resources to their students: The University of California, Los Angeles; The University of Santa Clara; and California Lutheran College. The committee recommended that funds be provided to prepare an annual, updated compendium of private student aid sources that can be distributed to all schools in California. A questionnaire and findings are appended. (SW)

ED 227 747 HE 015 985

Gough, J. E.
Communication Satellites: The Australian Debate. Occasional Paper, Number 1, May 1980.
Deakin Univ., Geelong (Australia). Centre for Educational Services.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Communications Satellites; Continuing Education; Delivery Systems; Educational Technology; *Extension Education; *Foreign Countries; Higher Education; *Public Policy
IDENTIFIERS- *Australia; *Distance Education

Developments concerning communication satellites and the Australian debate are outlined for the distance educator without a technological background. Social, economic, technical, and policy issues associated with the implementation of an Australian national communication satellite system were assessed in 1977 by a task force whose recommendations are included. An overview of the proposal and reactions of regional television stations, the public, and special groups are included from the text of a 1978 published report. Definitions of telecommunications terms and a summary of technical developments in other countries are also presented. Results of a survey revealed interest by the educational community in a network for continuing education. When economical service becomes available, a network may be developed that provides one-way television and two-way data to each classroom, therefore combining the features of prerecorded lectures, live interaction, and computer-managed instruction. Other applications of the system include: communication links between educational institutions originating educational television and radio programs and between educational institutions and educational centres for distance education purposes. (SW)

ED 227 732 HE 015 957

Karp, Alan, Ed.
History of Higher Education Annual, Volume Two, 1982.
State Univ. of New York, Buffalo. Faculty of Educational Studies.
PUB DATE- 82
AVAILABLE FROM- Faculty of Educational Studies, 367 Baldy Hall, State University of New York, Buffalo, NY 14260 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Church Related Colleges; College Faculty; Departments; Educational Development; *Educational History; Educational Quality; Foreign Countries; *Higher Education; *Institutional Evaluation; Leadership Qualities; *Personality Development; Professional Associations; Reputation; School Counseling; *Teaching (Occupation)

Five articles on historical developments in higher education are presented. In "Oxford Dons and Professional Men in Victorian England," Arthur Engel discusses how 19th century Oxford dons sought to make university teaching into a profession, as well as the trend toward specialization in other developing professions. In "'Western' Colleges, 1830-1870: Educational Institutions in Transition," James Findlay identifies the contributions that private, sectarian colleges in the midwest made to American higher education before 1870. In "The Mental Hygiene Movement and the Development of Personality: Changing Conceptions of the American College and University, 1920-1940," Sol Cohen describes an attempt by psychiatrists to make personality development the guiding principle of American higher education. In "Academic Quality Rankings: Why They Developed in the United States and Not Europe," David S. Webster considers the development in the United States of academic quality rankings of colleges or departments, as well as the different natures of European and American universities. Lastly in "Against the Grain: Toward an Alternative Interpretation of Academic Professionalization," Sheila Slaughter and Edward T. Silva describe findings of a survey of the characteristics of leaders of social science organizations. (SW)

ED 227 778 HE 016 027

ACT High School Profile Report. Students Tested 1981-82 School Year. 10% Sample National Report. Code 990-000.

American Coll. Testing Program, Iowa City, Iowa.

PUB DATE- 82
AVAILABLE FROM- American College Testing Program, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Aptitude; Academic Aspiration; Aptitude Tests; Career Choice; *College Bound Students; College Choice; Higher Education; *High School Students; *National Norms; Scores; *Student Attitudes; *Student Characteristics
IDENTIFIERS- *American College Testing Program

Normative data on students who took the American College Testing (ACT) Program Assessment during the 1981-1982 academic year are presented, based on a 10 percent national sample. Statistics are presented on academic abilities, interests, goals and aspirations, high school achievements and student characteristics, evaluation of the local high school, and college attractions. Specific tables include: distributions of ACT score frequencies, percentile ranks, and percentages for men and women combined and separately; grade level at time of testing and mean ACT composite test score; distributions of high school grades; distributions of interest score scales for men, women, and combined total; percentage distributions of planned college majors and vocational choice fields; degree aspirations; number of out-of-class accomplishments during high school; profile of students according to type of postsecondary institution selected and according to high school curriculum; perceived adequacy of high school curriculum according to curriculum or program; relative importance of college choice factors; and within-state colleges selected by students, listed according to the number of times selected choice number one. (SW)

ED 227 763 HE 016 002

Sawyer, Richard L.
College Student Profiles: Norms for the ACT Assessment, 1980-81 Edition.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Jun 80
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Aspiration; *Aptitude Tests; Career Choice; College Choice; *College Freshmen; Disabilities; Family Income; Geographic Regions; Grades (Scholastic); Higher Education; Majors (Students); Minority Groups; *National Norms; *Student Characteristics
IDENTIFIERS- *ACT Assessment

Extensive normative information are presented on about 455,170 college freshmen entering college in 1979 at 1,099 institutions participating in the American College Testing (ACT) Assessment Program. Norms are provided for males and females on ACT test scores and high school grades by college type, affiliation, and geographic region, and by student age, family income, planned educational major, racial-ethnic background, and physical handicap. Norms are also presented for the following characteristics by college type and affiliation: educational major and vocational choice, educational degree aspirations, importance of factors affecting college choice, financial aid considerations, and needs for special programs and services. An overview of the ACT assessment program is presented, along with the content and organization of College Student Profiles. The norms are given for four academic tests of the ACT (English, mathematics, social studies, and natural sciences). Norms are also presented for four self-reported high school grades, and high school average. A glossary of statistical and technical terms, the ACT Student Profile Section, and a discussion of accuracy of the norms are appended. (SW)

Gough, J. E.; Monday, P. R.

Student Workloads: An Entree to the Literature. Occasional Paper, Number 3, Spring 1979.

Deakin Univ., Geelong (Australia). Centre for Educational Services.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTIONS- *College Students; *Courses; *Credits; *Foreign Countries; Higher Education; Institutional Research; Student Attitudes; Student Problems
IDENTIFIERS- *Australia; *Course Load; New Zealand

Recent Australian and New Zealand studies on college student workload are reviewed. Most of the studies have viewed workload questions in the broader context of arrangements for teaching, learning, and assessment. A Monash University, Australia, study assessed the total amount of work done by students, the distribution of study time between structured and unstructured work, and students' opinion about the amount and distribution of work. Additional Australian studies include a University of Queensland study that evaluated the relationship between student load in a subject and the credit point value of the subject. A Canterbury University, New Zealand, study calculated the mean hours of work completed by students and identified courses contributing to workload problems, while a Waikato University, New Zealand, survey established the range of assessment workloads operating for individual university students. Additionally, the student associations at the University of Otago and the University of Victoria, New Zealand, surveyed students concerning workload problems and the use of in-term assessment. Other studies are reviewed, and findings are listed that indicate wide variations in workload. Workload study questions and additional issues pertaining to workload are also identified. (SW)

ED 227 733 HE 015 965

Lindoo, Susan J.
1982 Survey and Profile of Past and Current Continuing Education Students.
PUB DATE- 25 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adult Students; *Church Related Colleges; *College Students; *Continuing Education; *Enrollment Influences; Higher Education; Institutional Research; Questionnaires; Student Attitudes; *Student Characteristics; Student College Relationship; Womens Education
IDENTIFIERS- *College of Saint Benedict MN

Attitudes and characteristics of past and current continuing education (CE) students at the College of St. Benedict (CSB), Minnesota, were studied. Attention was directed to reasons for attending CSB, attitudes toward classes and services, and the background and demographic characteristics of CE students. Based on 228 interview and questionnaire responses, findings include the following: more than 95 percent were women; the age range was 20 to 65 years old, with 60 percent aged 20 to 35; two major reasons for attending CSB were to obtain a degree or certificate and for enrichment; important aspects of the college experience included the competence and attitudes of the faculty and the relevance of their studies to their interests; and conflicts between college and family responsibilities or job responsibilities were related to some scheduling problems and withdrawals from CSB. Some differences in responses for day and evening students and for students undertaking specific programs (Certificate in Management for Women and Certificate in Ministry) were also found. Appended materials include: a questionnaire; interview formats; a college admission form; and separate profiles of students in the management program, ministry program, degree programs, and students attending classes for enrichment reasons. (SW)

ED 227 779 HE 016 028

Savage, Mary

General Education at Albertus Magnus College.

Albertus Magnus Coll., New Haven, CT.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Processes; *College Freshmen; *Community Characteristics; *General Education; Higher Education; *Interdisciplinary Approach; *Problem Solving; Student Development
IDENTIFIERS- *Albertus Magnus College CT

An alternative general education program for freshmen at Albertus Magnus College is described. The program, an interdisciplinary student-centered introduction to general education, is composed of two parts that the student takes concurrently: (1) a year-long seminar in thought and expression, and (2) a sequence of four (usually 7-week) courses in particular disciplines. Both parts concern the relation of the individual to the community, specifically the city. At the core of the program is the belief that general education leads to interaction with others in a way that is both critical and creative. The program is structured around four modes of inquiry: observing and describing, making or breaking patterns, making judgments, and stating and solving problems. Students select courses from different disciplines for the first three modes, and participate in a problem-solving seminar for the fourth mode. The program was built through voluntary partnerships between faculty members from different departments who were interested in a common topic. Faculty were provided released time to become students in the partner's course and to jointly prepare syllabi and instructional approaches. (SW)

ED 227 764 HE 016 003

American Attitudes Toward Higher Education: Results of a Comprehensive Nationwide Survey.

Council for the Advancement and Support of Education, Washington, D.C.

PUB DATE- 82
AVAILABLE FROM- CASE Publications Order Department, P.O. Box 298, Alexandria, VA 22313 ($12.00 plus $2.00 billing charges; 11-49 copies, $10.50 each; 50 copies or more, $9.00 each.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Attendance; College Role; Educational Attitudes; Educational Benefits; *Enrollment Influences; *Federal Aid; *Higher Education; Information Sources; National Surveys; *Public Opinion; Questionnaires; *Student Financial Aid

Views of U.S. adults concerning colleges and universities were surveyed in 1982, and comparisons were made for college graduates, persons who attended but did not graduate from college, and persons who never attended college. Of 4,200 adults 18 years old and older who were mailed questionnaires, 1,188 responded. The data were weighted to make respondents representative of the adult population. Findings are presented concerning the following topics: the general public's feelings about federal support of higher education; feelings about how to pay for higher education; perceptions of the value and role of higher education; reasons why people attend or do not attend college, and sources of information about higher education. Findings include: 77.4 percent felt the federal government should continue to provide low-interest loans to middle-income students; and respondents tended to see higher education as a means to very specific ends, such as to a career and technological advancements, and to view science-related and professional programs as the most important college curricula. In addition to a summary of the results and detailed findings, information is presented on the research methodology, and a questionnaire is appended. (SW)

ED 227 749   HE 015 988

Haponski, William C.; And Others
Your College Degree: The External Degree Way.
ETC Associates, Oneida, NY.
PUB DATE- 83
AVAILABLE FROM- ETC Associates, 230 Broad Street, Box 118-YC, Oneida, NY 13421 ($2.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accreditation (Institutions); *Adult Students; *College Attendance; *Degrees (Academic); Enrollment Influences; *External Degree Programs; Higher Education; *Nontraditional Education; Nontraditional Students; Prior Learning

Information on undertaking an external degree program to obtain a college education is presented. An external degree program is one that has no, or minimal requirements for residence (on-campus attendance). Most often it can be entered at any time of the year and usually grants credit for documented learning already acquired. An external degree program does not preclude attending some classes on campus. The following topics are addressed: the value of an undergraduate, professional, or graduate degree; earning a college degree at home and on the job; the quality of external degrees; transfer of external degree credits; the importance of accreditation; types of institutions that offer external degrees; types of external degree programs; fields of study available in external degree programs; the geographics of external degrees; levels of external degree programs and options; considerations for choosing a field of study; the residency question; the much lower cost of external degrees; some reasons for choosing or not choosing an external degree program; the appropriateness of external degrees for adults 25 years old and over and for younger people; some degree opportunities available through external programs; and program details for Thomas A. Edison State College. (SW)

ED 227 734 HE 015 971

Scott, Richard R.
A Social Facilitation Model of Black Faculty Productivity.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Social Science Research Council, Washington, D.C.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Rank (Professional); *Black Teachers; *College Faculty; Higher Education; Interprofessional Relationship; Models; *Productivity; *Racial Relations; *Social Influences; Socialization; *Whites
IDENTIFIERS- *Social Facilitation Model (Cottrell)

Four hypotheses derived from the social facilitation model (Cottrell, 1972) were applied to black faculty productivity, using data from a survey of 386 black faculty in predominantly white universities in the Northeast. In this model, the presence of an audience or coactors is considered to be a source of arousal that can either enhance or impair performance depending on the performer's evaluation apprehension and the task being performed. The hypotheses are as follows: (1) the greater the amount of contact with whites, the greater will be the facilitation effect; (2) social facilitation will enhance performance at higher academic rank and impair performances at lower academic ranks; (3) as academic rank increases, social facilitation effects will increase; and (4) social facilitation effects will not occur as a function of contact with blacks. It was found that as the amount of contact with whites increased, the productivity of black full and assistant professors (but not associate professors) was affected, but only if the black faculty could be provided a positive or negative outcome. In addition, contact with blacks did not affect productivity, which suggests that the black audience had less evaluative potential. (SW)

ED 227 780 HE 016 029

On Campus with Women, Volume 12, No. 3, Winter 1983.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- 83
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Affirmative Action; Blacks; College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Higher Education; *Nontraditional Occupations; Personnel Policy; Retirement Benefits; Salaries; *Sex Discrimination; *Sexual Harassment; Women Faculty; *Womens Education; *Womens Studies

Developments in education, employment, and the courts concerning the status of women are covered in this newsletter issue. Topics include the following: a 1972-1980 study which found that women faculty may not be advancing at the same pace as male faculty members; approval of actions to enhance affirmative action by the Board of Regents of the State University System of Florida; a Boston University study of graduates that showed women earning less than men for all degree levels and fields; an article on what happens to sex discrimination lawsuits; bibliographies on sexual harassment and women and part-time work; a sex-neutral retirement plan; the issue of sex-segregated annuity plans; sexual harassment defense insurance; a publication about women's studies in Wisconsin; a workshop guide for re-entry women and displaced homemakers; a study finding that black women hold few leadership positions in American higher education; papers on minority women's identity, developments in other countries; nontraditional careers for women; and resource materials. (SW)

Forrester, Robert T.; Wesolowski, Leonard V.

Cost Recovery Through Depreciation.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Feb 83
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (up to 10 copies free, 10 or more $.25 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Assessed Valuation; *College Buildings; *Equipment Utilization; *Facility Inventory; Facility Utilization Research; Federal Aid; *Federal Regulation; Higher Education; *School Accounting
IDENTIFIERS- Sponsored Research

The approach of adopting depreciation rather than use allowance in order to recover more accurately the cost of college buildings and equipment used on federal projects is considered. It is suggested that depreciation will offer most colleges and universities a higher annual recovery rate, and an opportunity for better facilities planning. For buildings, calculating depreciation would involve: identifying and appraising the cost of each building component; calculating depreciation costs based on the life of each component; and allocating such costs to the government according to the space used by sponsored projects. Ten steps in a typical building study are also identified. Conceptual uncertainties persist concerning some important matters, including imputed depreciation, the period of recovery for depreciation accumulated from prior years, acceptable asset lives, and the treatment of the federal contributions to building and equipment costs. Pertinent federal regulations are noted, and it is proposed that accumulated depreciation should be recovered over the remaining useful lives of the assets. For institutions that do not choose to depreciate, it is suggested that use allowance be increased significantly. (SW)

ED 227 765 HE 016 004

Maryland Statewide Plan for Postsecondary Education, November 1982. Fourth Annual Review.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Nov 82
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Persistence; Admission Criteria; College Freshmen; *College Programs; College Role; Educational Facilities; *Educational Finance; *Enrollment Trends; Financial Support; *Postsecondary Education; *State Colleges; State Universities; *Statewide Planning
IDENTIFIERS- *Maryland

The extent to which Maryland postsecondary institutions are fulfilling major mission statements is reviewed by campus, and 5-year program plans are presented. In addition, information is presented on enrollments, programs, finance, facilities, faculty, and libraries. The admission criteria implemented by the public four-year institutions are identified, along with statistical profiles of the entering classes for 1979-1981, and retention rates for 1977-1980. Data are also presented on the percentages of lower-division students for each of the past 5 years, trends in new community college transfer students, graduate enrollment trends, and contracts and grants received at University of Maryland campuses. Additional enrollment data include: the number of new full-time freshmen during the last 3 years; freshmen enrollments plans for the next 10 years, and total enrollment projections in Maryland institutions. College program data include: programs for registered nurses, programs for high ability students, and off-campus programs. Data on finance, facilities, and limited data on faculty and libraries are included. (SW)

ED 227 735 HE 015 972

Wagner, Paul A.
Classes of Legitimate Evidence for Identifying Effective Teaching.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Codes of Ethics; *Faculty Evaluation; Higher Education; *Peer Evaluation; *Student Evaluation of Teacher Performance; *Teacher Effectiveness

A criterion for selecting sources of evidence to evaluate effective teaching is described. It is suggested that teaching effectiveness is not measured solely in terms of cognitive change in students but in the extent to which academics practice teaching in accordance with the moral dictates of the profession. In developing a teacher effectiveness evaluation criterion, it is important that judgments be as objective and fair as possible, even though the selection of attributes of teacher effectiveness necessary reflects the biases of the evaluator. It is argued that there is no rationale for soliciting student responses as a measure of effective teaching, since a person who knows nothing about a specific set of skills and information as well as the larger discipline is in no position to comment on the academic merit of students' acquired knowledge of such materials from a given teacher. On the other hand, by examining student examinations, discipline specialists are in a position to make an educated guess about the extent of student learning resulting from course participation. Other faculty members are also good sources of judgment about the sufficiency of topics covered in the course. It is unlikely that students can make informed judgments about whether an instructor has effectively taught in a morally responsible way. (SW)

ED 227 781 HE 016 030

Mussano, Frank
A Model Summer Freshmen Explorientation Program.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Freshmen; Higher Education; Institutional Research; Models; Program Evaluation; *School Orientation; *Student Adjustment; *Student College Relationship; Student Needs; *Summer Programs
IDENTIFIERS- *York College PA

An optional summer explorientation program for new students at Yor College, Pennsylvania, is described, and a literature review and York College survey results are presented. The program is designed to orient students to campus life and provide exposure to campus facilities, faculty, administration, and other students. The literature suggests that orientation programs can facilitate student adjustment and may use the following successful techniques: information sessions, open houses, developmental courses, entertainment programming, social activities, slide and videotape presentations, and small-group experiences. A 1982 survey of 588 incoming freshmen following the orientation program revealed the following major concerns: getting involved in campus life, developing effective study and test-taking techniques, and writing effective term papers. York College faculty, administrators, and student leaders participated in program planning, formal course presentations, and social events. An additional evaluation revealed that new students valued the developmental seminars, social activities, campus service presentations, and meeting students and staff. An orientation program schedule and data on attrition among program participants are included. (SW)

ED 227 766   HE 016 005

Postsecondary Education in California. 1982 Information Digest.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Oct 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Aptitude Tests; College Attendance; *College Faculty; *College Students; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Majors (Students); *Postsecondary Education; Private Colleges; State Colleges; State Surveys; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *California

Postsecondary education data for California for the 1981-1982 academic year and comparative data from previous years are presented regarding enrollment, degrees conferred, faculty, finance, and Scholastic Aptitude Test (SAT) scores. Narrative sections that highlight trends and information sources are also included. Enrollment data are presented for the three major segments of public higher education, other public institutions (e.g., Maritime Academy), adult schools, and independent institutions. Enrollment information includes: opening fall headcount enrollments, enrollments by age, sex, and ethnicity; full-time and part-time enrollments; and enrollments by level and field of study. Academic degree information is presented by discipline, type, sex, and ethnicity for the different sectors. Data on college-going rates are included. Faculty data include numbers of full-time teachers, mean salaries, tenure status by rank and sex, and financial data include general fund and property tax revenues expended for public institutions, operating incomes and expenditure budgets, undergraduate fees, and student financial aid. California and national SAT score data for 1976-1977 through 1980-1981 are also given. (SW)

ED 227 751 HE 015 990

Munger, Peter L.; Ridenour, James F.

Deferred Gift Reporting.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Feb 83
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Finance; *Financial Policy; *Financial Support; Higher Education; *Income; Investment; Money Management; Recordkeeping; *School Accounting; Standards; *Trusts (Financial)
IDENTIFIERS- Annuities; *Deferred Giving

Information on three categories of deferred gifts, deferred gift valuation, and reporting on deferred gifts are presented, based on the NACUBO publication entitled "Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities." In addition, a summary is presented of the results of a 1982 informal survey of 29 colleges and universities concerning the valuation methods. Deferred gifts are divided into three major categories: pooled income funds, charitable remainder trusts (both unitrusts and annuity trusts), and charitable gift annuities. There are three prevailing alternatives for determining the value of gifts received in the form of charitable remainder trusts, pooled income funds, and gift annuities that are referred to as tax method, net realizable value, and fair market value. Of 29 colleges and universities responding to the informal questionnaire, 20 indicated that they preferred reporting deferred gifts at fair market value as opposed to net realizable value. According to "College and University Business Administration," accounting for annuity funds requires the recording of assets at cost or at fair market value at the date of receipt. (SW)

ED 227 736 HE 015 973

Dickens, Wenda J.; Perry, Raymond P.
Perceived Control in the College Classrooms: The Impact of Student and Teacher Characteristics.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Achievement; Classroom Research; *College Students; *Helplessness; Higher Education; *Individual Power; *Locus of Control; *Student Attitudes; Student Behavior; Student Teacher Relationship; *Teacher Behavior

The concept of an individual's perception of control was applied to the classroom performance of university students. The initial approach was to use a laboratory simulation of a university classroom to explore the following: (1) whether it is possible to induce feelings of helplessness in a university classroom; (2) effects that feelings of helplessness might have on student achievement and attributions; and (3) effects that teacher's behavior might have on students who are feeling helpless. The experiments revealed that students' perception of control and certain teaching behaviors affected student outcomes. Sometimes teaching behaviors reduced students' bad feelings about perceived lack of control. A second research phase focused on students' perception of control in actual classroom situations. A questionnaire measured students' responsibility for their academic achievement, their attributions about success and failures, and certain classroom behaviors. Most students felt they had control of their academic performance; however, up to 10 percent had perceptions of little or no control. The latter group spent less time studying, attended fewer classes, and felt it was not important to do well academically. Questionnaire items and response data are included. (SW)

ED 227 841   IR 010 636

Thorkildsen, Ron

Microcomputer/Videodisc Authoring System for Instructional Programming.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 82
GRANT- G00790-510
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Design Requirements; Feasibility Studies; Input Output Devices; Instructional Materials; Learning Disabilities; Media Research; *Mental Retardation; *Microcomputers; Production Techniques; *Videodisc Recordings
IDENTIFIERS- *Authoring Aids; Interactive Systems; Utah State University

This paper described a set of computer programs designed to assist the development of instructional programs utilizing a microcomputer-controlled videodisc player. The hardware and software systems and instructional programs were developed by the staff of the Interactive Videodisc for Special Education Technology Project (IVSET) at Utah State University. The criteria and description of the system design are presented, and the production elements that must occur prior to using the system are briefly described before use of the authoring system is explained. The second part of the paper describes the field test of the system conducted at the Utah State Training School in American Fork to (1) test the utility, effectiveness, and appropriateness of programs on time telling, identification of coins, and functional words for severely mentally handicapped students; (2) test the reliability of the hardware and computer programs; and (3) collect data for an analysis of the instructional sequencing. Results from a resource room field test conducted to obtain data concerning teacher use of the system are also presented. Specific and general conclusions drawn from both studies indicate that the system is an effective instructional agent for mentally retarded and learning disabled students. (LMM)

ED 227 856 IR 050 151

Core Materials for Manitoba Schools, K-12. A Selection Guide for School Libraries.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Activities; Annotated Bibliographies; Book Reviews; *Canadian Literature; Career Guidance; Elementary Secondary Education; Folk Culture; Foreign Countries; Humanities; *Library Materials; Mathematics; Medicine; Natural Sciences; *Reference Materials; Religion; *School Libraries; Social Sciences
IDENTIFIERS- Canada; *Manitoba; Selection Tools

Drawing on items reviewed in 1 of 18 selected Canadian and American booklists or guides to reference literature, this publication cites selections for core reference in Manitoba school libraries. Reference works were chosen on the basis of available reviews, the acknowledged diversity in Manitoba's school libraries, and student needs. Included are general encyclopedic works and atlases and maps, as well as reference material in philosophy, religion, statistics, political science, education, vocational guidance, customs, folklore, language, pure sciences, mathematics, astronomy, physics, chemistry, life sciences, botanical sciences, zoological sciences, medical sciences, the arts, music, sports, recreation, literature, history, geography, biography, and Canadian history. Each entry contains bibliographic information, a Dewey Decimal call number, indications of intended educational level and purchase priority, a price (in Canadian dollars), and a brief review of the work with the source of the review given. A list of the 18 publications which served as sources of reviews concludes the bibliography. (ESR)

ED 227 871 IR 050 192

Rare and Precious Books and Documents Section. Collections and Services Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cooperative Planning; Foreign Countries; History; *International Organizations; International Programs; Library Associations; Library Collections; *Library Cooperation; *Museums; *Printing; *Union Catalogs
IDENTIFIERS- Czechoslovakia; East Germany; *Incunabula; *Rare Books

Two papers on rare books and documents which were delivered at the 1982 International Federation of Library Associations (IFLA) conference are presented. In "Museums of the Book: Their Problems and Their Relations to Libraries," Jaroslav Vrchotka (Czechoslovakia) provides a discussion of museum activities, noting similarities and dissimilarities with library activities. Also given is the text of a resolution from the 1977 Conference on the Problems of Museums of the Book and their Role in the Modern World. The resolution recommends the establishment of a working group on international cooperation between libraries and museums of the book within the IFLA Section of Rare and Precious Books and Documents. The paper entitled "The Union Catalogue of Incunabula (GW) and Collections of Incunabula in Libraries Worldwide" by Ursula Altmann (German Democratic Republic) describes international cooperation in incunabula research and the activities of IFLA in promoting the compilation of the Union Catalogue of Incunabula, which is being published by the Deutsche Staatsbibliothek; it is currently available up to the first part of volume 9 covering "Gabelle to Gerp." (ESR)

ED 227 842 IR 050 133

Buckingham, Betty Jo, Ed.; Blanks, Eleanor, Ed.
Iowa and Some Iowans. 1982 Supplement to the Second Edition.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Audiovisual Aids; *Authors; Books; Directories; Elementary Secondary Education; Fiction; History Instruction; *Local Color Writing; *Local History; Nonfiction; *State History; United States History; United States Literature
IDENTIFIERS- *Iowa

Prepared by teachers, school librarians, and subject authorities, this bibliography is the second supplement to an earlier publication. It includes materials for the teaching of Iowa history, tradition, and literature in elementary and secondary schools. Divided into two sections, the first lists materials on Iowa history according to Dewey classification. Entries include author, title, bibliographic information, interest and reading levels, availability, cataloging information, and an annotation. Section two lists works by Iowa authors, not necessarily about Iowa, which contribute to the study of Iowa literature. These entries are alphabetic by author and include title, bibliographic information, Dewey classification number, dates of author's birth and death, reading and interest levels, availability, and an annotation. Out-of-print materials judged to be of sufficient interest are included in both sections. Author, title, and subject indexes are also provided, as is a directory of publishers. (ESR)

ED 227 857 IR 050 152

Corporate Use of Research Libraries. SPEC Kit 88.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 82
AVAILABLE FROM- Systems and Procedures Exchange Center, Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; *Business; Fees; Higher Education; Library Extension; *Library Services; Library Surveys; Postsecondary Education; Publicity; Questionnaires; Records (Forms); Reference Services; *Research Libraries; School Business Relationship
IDENTIFIERS- *Corporations; Library Statistics; *Library Users; User Needs

This report contains a series of documents from, and a summary of responses to a telephone survey of, 23 research libraries. Documents and survey responses cover services to the business community by both members and nonmembers of the Association of Research Libraries (ARL). Introductory materials include a summary of relevant issues, a copy of the questionnaire with responses given, and a list of current services offered to business and industry by research libraries. The main body of the report contains 26 documents prepared at 16 libraries, including: (1) descriptions of corporate service programs at Pennsylvania State University, the University of Colorado, Massachusetts Institute of Technology (MIT), Cornell University, and Long Island University; (2) examples of records and statistics from the University of Michigan, Southern Methodist University, Lehigh University, the University of New Mexico, Cornell, and MIT; (3) documents concerning needs assessment and services from Stanford University, the John Crerar Library, MIT, Long Island University, and the New York Public Library; and (4) publicity materials from the University of Colorado, Rice University, the University of New Mexico, Georgia Institute of Technology, Southern Methodist University, Lehigh University, the University of Wisconsin, MIT, and the University of Michigan. An evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit is also provided. (ESR)

ED 227 872 IR 050 193

Serial Publications Section. Collections and Services Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cataloging; Databases; Foreign Countries; *International Organizations; International Programs; *Library Acquisition; Library Associations; *Library Cooperation; *Serials; Union Catalogs
IDENTIFIERS- North America; Scandinavia; *Subscription Agents

Papers on the acquisition and cataloging of serials presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "CONSER (CONversion of SERials): What It Is and How It Works," a description by Barrie A. F. Burns (Canada) of a North American cooperative serials cataloging project and its origins, management, standards, organization, participants, activities, input conventions, achievements, products, and problems; (2) "ISDS (International Serials Data System): World-wide Serials Control," a discussion by J. Szilvassy of the birth, objectives, and present and future role of ISDS--a machine-readable registry of international data on serials--and the theoretical and organizational aspects involved in the development of an international databank; (3) "NOSP (Nordisk Samkatalog over Periodica)," a description by Annika Salomonsen of the development of a joint Scandinavian union catalog of foreign serials in Denmark, Finland, Iceland, Norway, and Sweden; and (4) "The Work of a Periodicals Agent," a discussion by John Merriman of methods of serial acquisition, reasons for using an agent, subscription agency services and pricing policies, and the automation of serials processing and publishing. (ESR)

ED 227 885 JC 820 414

Hixson, Bruce, Ed.
Current Status of the General College's Career Development Programs.
Minnesota Univ., Minneapolis. General Coll.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Associate Degrees; *Educational Certificates; Employment Opportunities; Enrollment Trends; Interdisciplinary Approach; Job Training; Program Costs; Program Descriptions; *Program Evaluation; Two Year Colleges; Universities; *Vocational Education

These articles review the current status of General College's 11 career development programs: (1) Certificate in Aging Studies, an extension program geared toward those working with the elderly or seeking entry to the field of aging; (2) Aviation, consisting of seven one-level aviation courses which are applicable to all General College degrees; (3) Family Life Sequence, an experimental program connected with other family-related curricula; (4) Fire Protection, which is available for correspondence study; (5) Human Services Generalist Program, an interdisciplinary program involving cooperation with the Department of Psychiatry; (6) Legal Assistant Program, which offers legal specialty courses, internships, and continuing education seminars; (7) Marketing Certificate Program, a self-contained 12-course program; (8) Radiologic Technology, an associate degree program to prepare students for various radiological occupations; (9) Law Enforcement/Corrections Concentration, two- and four-year programs meeting Minnesota's requirements for police licensure; (10) Open Learning for Fire Service, a national program in a correspondence study format; and (11) Vocational Teacher Education, an associate degree designed to meet the needs of those teaching in trade and industrial programs. With some variations, the program descriptions contain information on employment opportunities, program evaluation findings, enrollment trends, program costs, student characteristics, and connections with other University units. (DAB)

ED 227 886 JC 820 415

Romano, John L.
The General College Student, Fall 1981.
Minnesota Univ., Minneapolis. General Coll.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; College Freshmen; Counseling Services; High Schools; Majors (Students); School Surveys; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Universities

Academic and demographic information are obtained annually on students at General College (GC) in order to adjust programs to student needs. In 1981, data were gathered on students' sex, age, ethnicity, home county, parents' characteristics, educational background and objectives, self-assessment of basic skills, counseling needs, anticipated major, high school performance, quarters registered, major, grade point average (GPA), and credits attempted. The study involved an examination of the records of all GC students enrolled in fall 1981 (N=3,416) and the records of students newly enrolled in summer or fall 1981 (N=1,289), and a survey of 1,069 students conducted during freshman orientation in fall 1981. The study involved the following: (1) 57% of the students were male, 79% were white, and their mean age was 21.9 years; (2) of the freshmen surveyed at orientation, 68% planned to transfer from GC to another University of Minnesota college, 48% planned to receive financial aid, and 72.7% planned to work full- or part-time while enrolled at the school; (3) over 50% of the freshmen felt counseling assistance would be helpful in career and educational planning and study skills; (4) 60% of all GC students and 68% of the new GC students had graduated from high school between 1977 and 1981; and (5) 38.6% of all GC students were undecided about their major. The bulk of the study report consists of data tables detailing findings. (DAB)

ED 227 899 JC 830 118

Selected Characteristics of Full-Time Professional Staff. University of Hawaii, Community Colleges, Fall 1982.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTIONS- *Administrator Characteristics; Age; *College Faculty; Community Colleges; Educational Attainment; Females; *Full Time Faculty; Males; Personnel Data; *Professional Personnel; Salaries; State Surveys; Student Personnel Workers; *Teacher Characteristics; Tenure; Two Year Colleges

IDENTIFIERS- *Hawaii

To gather data for reviewing personnel practices and responding to inquiries from various agencies, a study was conducted of the characteristics of the professional personnel in six of Hawaii's community colleges. The study focused on full-time Board of Regents (BOR) appointees, but also provided minimal information on lecturers, part-time BOR appointees, and professional staff on leave. Selected findings included the following: (1) of the 1,031 BOR appointees, 61.5% held full-time appointments, 1.6% held part-time appointments, and 36.9% were lecturers; (2) 83.3% were involved in instruction, with 46.6% teaching in general education and 36.7% in vocational areas; (3) of the 634 full-time professional staff members, 63% were male, 73% held at least a Master's degree, and their mean age was 43.9 years; (4) with respect to the 468 full-time instructors, 63% were male, 67% were tenured and 26% were on a tenure track, 73% held at least a Master's degree, and their average age was 44.8 years; (5) annual average salaries were $26,220 for male full-time instructors and $24,704 for female full-time instructors; and (6) of the 380 lecturers, 56% were male, 62% held at least a Master's degree, 58% were involved in general education instruction, and their mean age was 39.1 years. The bulk of the report consists of data tables showing systemwide and institutional statistics. (DAB)

ED 227 913 JC 830 142

Jefferson College Professional Development System Booklet: Promotion System for Rewarding Outstanding Faculty Accomplishment in Diverse Professional Areas. Revised.

Jefferson Coll., Hillsboro, Mo.

PUB DATE- 16 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Faculty; Community Colleges; Faculty Development; *Faculty Evaluation; *Faculty Promotion; Job Performance; *Personnel Management; Personnel Policy; Professional Recognition; Program Guides; Two Year Colleges

This booklet explains Jefferson College's Professional Development System (PDS), a promotion system for rewarding outstanding faculty accomplishment, and explains the calculations used in evaluating faculty performance. After explaining that the PDS was created so that the rewarding of faculty would not be arbitrary but in proportion to their professional achievements and service, the booklet describes the system in terms of its underlying philosophy; rationale for promotion requirements; methods, forms, and procedures used for awarding points; appeal procedures; application for promotion; advance earning of points; maintenance of PDS files; and functions and procedural guidelines of the PDS panel. Description sheets detailing the criteria and formulas for awarding points, along with their related point calculation forms, are provided to account for the following faculty activities: work in curriculum or instruction; involvement in institutional services; attendance at lectures or workshops; formal course work; in-service training; work experience; participation in professional organizations or conferences; publications; creative exhibits or performances; related civic activities; self-instruction programs; travel; and receipt of grants. The annual schedule for PDS is included. (DAB)

ED 227 927 PS 013 104

Moreno, Steve
Parenting Information for Parents: Books 1-3 (Informacion Para Los Padres Sobre La Crianza De Los Hijos: Libros 1-3).
PUB DATE- 81
AVAILABLE FROM- Moreno Educational Company, P.O. Box 19329, San Diego, CA 92119 (Each booklet, $0.95; discount on quantity orders).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Child Rearing; Discipline; Early Childhood Education; Guidelines; *Parent Child Relationship; *Parent Education; *Parent Materials; *Parent Role; Self Concept
IDENTIFIERS- *Parenting

These 3 booklets provide ideas, guidelines, and activities for establishing effective parenting and are part of a series of 22 booklets specifically designed to help parents understand their children and help them to learn. The first booklet (booklet #20) discusses preparation for parenthood, infant and toddler developmental stages, the importance of loving and teaching the baby, preparation of the child for preschool or kindergarten, and parent-child communication. Booklet #21 touches on various aspects of child rearing which commonly cause confusion, outlines various parenting styles, and deals with related issues such as step-parenting, children's behavior problems, teaching children about responsibility, and parents' control of children's television viewing. Finally, the third booklet (booklet #22) provides helpful hints regarding sibling rivalry, manners and social skills, nutrition, the importance of play and fantasy, discipline, children's fears, child identity, and the development of independence in children. The booklets are written with the same text in both English and Spanish, are easy to read, and include illustrations. (MP)

Smith, Charles A.
Promoting the Social Development of Young Children: Strategies and Activities.
REPORT NO.- ISBN-0-87484-528-9
PUB DATE- 82
AVAILABLE FROM- Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, CA 94301 (Paper, $9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Altruism; Conflict Resolution; Cooperation; *Elementary School Students; Emotional Development; Empathy; Friendship; *Individual Development; Instructional Materials; *Learning Activities; Lesson Plans; Models; Peer Relationship; *Preschool Children; Preschool Education; Primary Education; Sensory Experience; *Social Development

Written for students of early childhood education and child development as well as for practicing teachers, this book focuses on two basic questions concerning personal/social goals for early childhood education. These questions are (1) What skills do we want to nurture in children? and (2) How do we accomplish these objectives? The text begins with an explanation of a social/cognitive model that puts emphasis on forming ideas, using intuition, and solving problems. This approach is then applied to five general personal/social areas: body and sensory awareness, emotions, friendship and affiliation, conflict and cooperation, and kindness. Suggested classroom activities, ideas for improving relationships, and references are identified for each of these five skill clusters. In addition, suggestions for learning activities concerning "self-studies" and "child studies" are distributed throughout the text to encourage readers to relate materials to themselves as well as to the children they work with or observe. All together, more than 150 learning activities are provided, 111 of which are for children. Activities for children state purpose, indicate setting and materials, describe the activity, and provide additional suggestions for effective implementation. (RH)

ED 227 900 JC 830 121

Reeb, Richard H.
Of Calendars and Education.
Barstow Coll., Calif.
PUB DATE- 14 Jan 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- Community Colleges; Costs; *Educational Trends; Enrollment Influences; *Organizational Change; *Quarter System; School Holding Power; School Registration; *Semester System; Student Attitudes; Two Year Colleges

The question of which calendar is best for Barstow College (BC) is addressed in terms of general considerations connected with academic calendars, the intended effects of the quarter system, the issue of cost effectiveness, and the advantages and disadvantages of both calendars. First, introductory material discusses BC's conversion to a quarter system in 1971 and subsequent research efforts to analyze the effects of the change. Part I places the calendar issue into perspective discussing the relationship of calendar to institutional mission, financial considerations, patterns of calendar use among two-year colleges, and the origins of the quarter system in the summer school movement. Part II reviews arguments made on behalf of the quarter system, e.g., students have more opportunity for electives and academic exploration and the system better matches students' attention span. Part III focuses on the cost effectiveness of the quarter system, looking at statistics showing changes in student retention and enrollment at BC and citing the direct and indirect costs to students and the institution of three rather than two registrations. Part IV cites and analyzes the 11 reasons supporting BC's conversion to the quarter calendar. The report concludes that BC should reconvert to the semester system, as it is more conducive to effective teaching and learning and it saves students and the institution the costs of an additional registration. (AYC)

ED 227 914 JC 830 145

Stoyanoff, Karen, Comp.; Klehm, Jeanette, Comp.
Research in Accrediting Efforts (Project REA). An Assessment on the Awarding of Academic Credit for CETA Activities in Illinois. Case Studies.
Lake County Coll., Grayslake, Ill.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *College Credits; *Credentials; Credit Courses; Educational Certificates; *Employment Programs; *Experiential Learning; Job Training; Noncredit Courses; Program Descriptions; Program Evaluation; Public Agencies; Work Experience
IDENTIFIERS- *Comprehensive Employment and Training Act; *Illinois

Summaries are presented of 15 case studies conducted at Illinois Comprehensive Employment and Training Act (CETA) regions to determine the kind of credentialing mechanisms that exist for awarding academic credit or some other record of achievement to those eligible participants who complete CETA training programs. Introductory material describes the study's methodology and summarizes findings regarding types of credit and credentials offered, the purposes of credentialing, the determination of what kinds of training should receive credit, and barriers to obtaining credit. Next, information is presented from the case studies of CETA sites in Champaign, Chicago, Cook County, Balance of State-DeKalb, Balance of State-Galesburg, Kane County, Lake County, Macon County, Madison Bond County, Peoria County, Rock Island, Rockford, St. Clair County, Will County, and Balance of State-Zeigler. The case studies provide: (1) demographic data, including the area covered and population served, the CETA governing agency, major employment sources, and educational agencies; (2) program descriptions, including information on length, funding source, credential or credit, date of establishment, participants, location, problems with credit, and follow-up mechanisms; and (3) a general summary for each site which discusses whether credit is important and why credit is not provided for certain programs. The report concludes with recommendations for follow-up. (HB)

Moreno, Steve
Parenting Information. Informacion Sobre Como Ser Padres Mejores.
PUB DATE- 81
AVAILABLE FROM- Moreno Educational Company, P.O. Box 19329, San Diego, CA 92119 (Each booklet, $0.95; discount on quantity orders).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Child Development; *Child Rearing; Guidelines; *One Parent Family; *Parent Child Relationship; Parent Education; *Parent Role; Parent School Relationship; Teaching Methods
IDENTIFIERS- *Parenting

These five booklets, containing information on how parenting can effect children's school achievement, are part of a series of 22 innovative booklets designed specifically to help parents understand and help their children learn. Booklet #1, "Parents--Teach Your Children to Learn Before They Go to School ," defines intelligence and suggests activities that parents may use at specific stages of their children's development to enhance intelligence. In "Parents--Learn How Children Grow" (booklet #2), child growth and development from birth to early teens is discussed and specific suggestions about children's needs are made for each age level. "Teaching Ideas for Parents to Use with Their Children" (booklet #3) discusses motivations for learning and the roles played by positive reinforcement, rewards, and time limitations in the learning process. "For Single Parents: Some Helpful Information for Raising Your Children" (booklet #16) provides information on issues such as the effect of divorce on newborns, children, and adolescents; the schools as a resource for understanding and helping children; school problems and achievement of children from single-parent homes; and the special needs of working mothers. Devoted specifically to the examination of the role of Hispanic American parents in the educational lives of their children, "Communicating with Our Sons and Daughters" (booklet #19) holds that communication between parents and children which is based on love, encouragement, confidence, and understanding is the best way parents can prepare their children to meet the challenges of growing up and becoming responsible adults in today's complex and sometimes confusing world. All booklets are written with the same text in both English and Spanish, are easy to read, and include illustrations. (MP)

ED 227 944 PS 013 425

Charles, C. M.
Elementary Classroom Management. A Handbook of Excellence in Teaching.
REPORT NO.- ISBN-0-582-28349-3
PUB DATE- 83
AVAILABLE FROM- Longman, Inc., 1560 Broadway, New York, NY 10036 (Paper, $12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Classroom Environment; *Classroom Techniques; Communication Skills; Curriculum Development; Discipline; *Elementary Education; Elementary School Teachers; Open Plan Schools; Paraprofessional Personnel; Physical Environment; Recordkeeping; Social Environment; Stress Variables; Substitute Teachers; *Teacher Responsibility; *Teacher Role; Teaching Methods
IDENTIFIERS- Stress Management

Described as differing from most books about teaching, this handbook deals with what teachers identify as their greatest concerns. These concerns are uniformly matters of classroom management (such as discipline, time, pressure, effectiveness, and working with parents). The first chapter of the handbook, which provides an overview of classroom management, is followed by 13 chapters focusing on particular areas with which teachers are likely to be concerned. Specifically, chapters 2 and 3 are devoted to managing the physical and psychosocial environments of the classroom, while chapters 4 through 6 discuss managing student behavior, daily classroom routines, and the curriculum. Management of direct and facilitative teaching as well as records are the subjects of chapters 7 through 9. Chapters 10 through 12 examine management of communications, open-space classrooms, and the work of paraprofessionals. Two concluding chapters discuss classroom management for substitute teachers and examine stress management for teachers. Lists of things to do or remember are given in several chapters. Generally, material included is designed to help teachers carry out the requirements of their work so that they achieve success and derive a sense of accomplishment. Although occasional references are made to important research, the handbook attempts to avoid technical language. (RH)

ED 227 961 PS 013 450

Campbell, Wayne D.
Father-Infant Interaction and Sex Role.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Androgyny; Comparative Analysis; *Fathers; *Infants; Middle Class; *Parent Child Relationship; *Personality Traits; *Sex Role; Whites
IDENTIFIERS- Dyadic Interaction Analysis; *Femininity; Gender Identity; Masculinity; Responsive Parenting

An investigation was made of the relationship between sex-role orientation (as measured by the Bem Sex Role Inventory) and responsiveness in infant care (as determined by observations on the Nursing Child Assessment Feeding Scale). Subjects participating in the study consisted of 44 father/infant dyads. It was hypothesized that androgynous fathers would interact more responsively with their infants than would fathers with a sex-typed orientation and that fathers with a high degree of feminine traits would interact more responsively with their infants than fathers with a low degree of feminine traits. Classification of fathers yielded four sex-role orientation groups, including 13 androgynous, 9 masculine, 9 feminine, and 13 undifferentiated fathers. Findings indicated that (1) interaction scores were higher in dyads with female infants than in those with male infants, (2) androgynous fathers did not interact more responsively with their infants than did fathers with a sex-typed masculine orientation, (3) fathers with high feminine traits interacted more responsively with their infants than fathers with a low degree of feminine traits, and (4) masculinity was not negatively related to paternal responsiveness. Such findings suggest that femininity scores, not androgyny scores, predict paternal responsiveness in interaction. Of more general significance, it was found that 43 of the 44 fathers cared for their infants on a regular basis and that nearly 1 in 5 was the main caregiver. (RH)

ED 227 960 PS 013 447

Harvey, Philip D.; And Others
Relating Speech and Cognitive Deficits in Children Vulnerable to Psychopathology.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 81
GRANT- NIMH-MH-21145
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Children; Comparative Analysis; *Depression (Psychology); *High Risk Persons; *Parent Influence; Performance Factors; *Research Methodology; Research Problems; *Schizophrenia
IDENTIFIERS- Assessment; *Referential Communication

To determine whether or not both speech and laboratory assessments of referential communication ability measure a single area of competence, three groups of children were formed on the basis of their parents' diagnostic status: schizophrenic, unipolar depressive, or bipolar disordered. The breakdown of subject groups was as follows: 23 children of schizophrenics; 43 children of unipolar depressives; 38 children of bipolar disordered; and 53 children of normal parents, who served as controls. Speech samples describing five Thematic Apperception Test (TAT) cards were collected. A cognitive task was then administered; the two conditions of this task included "Type 1" items, which were solvable solely on the basis of associative strength, and "Type 2" items, which were constructed so that the incorrect alternative response was a higher associate of the referent than the correct alternative. Two-way ANOVA's with Age and Parental Diagnosis were computed for each dependent variable. Newman-Keuls tests indicated that children of schizophrenics produced more unclear and ambiguous references than children of unipolar depressives and bipolar disordered parents. In turn, children in the last two groups produced more unclear and ambiguous references than children of normal parents. Children of schizophrenics also produced fewer explicit verbal references than all other children. Results are perceived as being important in terms of the need to actually assess speech performance before making statements about communication competence from cognitive task performance. (RH)

ED 227 975 RC 013 919

Norton, Ken
Bilingual Education. An Overview and Recommendations.
Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indian Education; *Bilingual Education; *Canada Natives; *Cultural Influences; *Educational Policy; Elementary Secondary Education; Eskimo Aleut Languages; Foreign Countries; Language Acquisition; Language Experience Approach; *Language Role; *Literature Reviews; Program Effectiveness; State Departments of Education
IDENTIFIERS- *Arctic; Northwest Territories

A study of bilingual education in the Northwest Territories is conducted to survey literature on bilingual education; to assess programs being implemented at present in the Northwest Territories; to seek views and ideas of individuals involved in and interested in northern education; and to develop recommendations for changes and/or increased emphasis in order that the Northwest Territories Department of Education may respond to residents with programs which may satisfy educational and cultural needs of students. The material presented is related to the situation in the Eastern Arctic and is written about the areas in which Inuktitut is spoken. Topics addressed in the report include: an historical view; present status of bilingual education; rationale for bilingual education (definition, purpose, and involvement); factors influencing learning process (cultural and language); mother tongue instruction; language acquisition; and the teacher. Nine recommendations with rationale and a 41-item bibliography conclude the document. (ERB)

ED 227 990 RC 013 945

Quarg, Patrice
Smoke Signals: An Adult Native American Reading and Writing Skills Workbook.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 81
GRANT- G008004803
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Adult Education; American Indian Education; *American Indian Literature; High School Equivalency Programs; *Reading Readiness; *Reading Skills; Sentence Structure; Test Coaching; Workbooks; Writing Exercises; *Writing Readiness; *Writing Skills

Encompassing reading and writing skills exercises, this book is a GED (General Educational Development) preparatory workbook designed to provide the student with all the skills needed to pass the reading and writing sections of the GED exam. Designed as a supplementary text for use in American Indian adult education programs, the workbook is divided into two sections: Reading Skills and Writing Skills. The reading skills section provides a definition of all terms students will be expected to know and of the skills they should acquire. The workbook utilizes southwest Indian myths, legends, poems, and history as the reading material upon which the study questions are based. Concepts covered in the reading skills section are sequence, vocabulary, looking for detail, character analysis, main ideas, inferences, fact vs. opinion, commentary, and poetry. The writing skills section includes five writing exercises, wherein students are asked to write a short composition on a given subject. Concepts covered in the writing skills section include spelling, English usage, writing, plural and possessive nouns, contractions, negative sentences, adjectives, adverbs, pronouns, subject-verb agreement, sentence structure, capitalization, and punctuation. A 60-term glossary of all literary, grammatical, and technical terms used in this workbook concludes the workbook. (NQA)

ED 228 005 RC 013 966

Dutton, Berthe P.
American Indians of the Southwest.
REPORT NO.- ISBN-0-8263-0552-0
PUB DATE- 83
AVAILABLE FROM- University of New Mexico Press, Albuquerque, New Mexico 87131 ($29.95 cloth; $14.95 paperback).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - General (130) Books (010)
DESCRIPTIONS- American Indian Culture; *American Indian History; *American Indian Languages; *American Indians; *Cultural Traits; *Life Style; Social Structure; *Tribes
IDENTIFIERS- Apache (Tribe); Havasupai (Tribe); Navajo (Nation); Paiute (Tribe); Papago (Tribe); Pima (Tribe); Pueblo (People); United States (Southwest); Ute (Tribe); Yaqui (Tribe)

Designed for both the specialist and nonspecialist, the book provides a synthesis of Southwestern Indian culture based on long familiarity with the people. Chapter 1 describes the physical aspects of American Indians, land and Aboriginal inhabitants, and development of socio-religious patterns. Chapter II is about Pueblo Peoples (Tanoans, Keresans, Zunian, and Hopi Groups), including a brief history, cultural characteristics, general appearance, location and population, languages, social organization, and the Canes of Office. Chapter III looks at Athabascans (Navajo and Apache), providing the same information as well as more specific topics: Hopi-Navajo land dispute and off-reservation Navajo, Chiricahua, Mescalero, and Jicarilla. Chapter IV tells about Ute Indians (Ute Mountain Ute, Southern and Northern Ute). Chapter V covers Southern Paiute and Chemehuevi Indians. Chapter VI provides information on the Colorado River Indian Tribes (Mohave, Yuman or Quechan, and Cocopah People), the Pai (Havasupai and Hualapai), Salt River Indian Agency (Pima-Maricopa, Yavapai, Yavapai-Apache, Mohave-Apache, and "Payson Apache"), the Pimans (Pima and Papago), the Maricopa, and the Cahitans (Yaqui Indians). Chapter VII highlights arts and crafts of Southwestern Indians and the appendices include a calendar of annual Indian events, statistics on New Mexico and Arizona Indian populations, and a 463-item bibliography. (ERB)

ED 228 020 RC 013 987

Weissman, Ron; And Others
What's Happening in March?
Connecticut State Migratory Children's Program, New Haven.; Hamden-New Haven Cooperative Education Center, Conn.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Mar 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Black Achievement; *Cultural Activities; Cultural Awareness; Cultural Education; Cultural Influences; Elementary Education; *Leaders; *Learning Activities; *Migrant Education; Music; Politics; *Puerto Ricans
IDENTIFIERS- Cultural Contributions; Holidays; Songs

The booklet contains brief information on 10 March events celebrated by Puerto Ricans: the passage of the Jones Law which gave United States citizenship to Puerto Ricans; the founding of the Girl Scouts on March 12, 1912; Saint Patrick's Day on March 17; Passover; and the birthdays of Pachin Marin (designer of the Puerto Rican flag), Alexander Graham Bell (inventor of the telephone), Albert Einstein (creator of the equation which ushered in the atomic age), Andrew Jackson (7th United States President), James Madison (4th United States President), and Grover Cleveland (22nd and 24th United States President, the only one elected to serve on two separate occasions). Designed as a teacher resource, the booklet includes a list of 42 historical March happenings and various suggested learning activities (e.g., word games, true-false activities, discussion questions, and writing activities). The booklet concludes with a discussion of black music as a cultural contribution (spirituals, blues, play songs and games, jazz, classical, and soul music); seven words to know in the performing arts; a list of some of the best known black artists (e.g., Marian Anderson, Louis Armstrong, Aretha Franklin, Gladys Knight, and James Weldon Johnson); and the words to some spirituals and play songs and games. (NQA)

ED 227 976 RC 013 930

Harris, R. McL.; And Others

Isolation and Education: Educational Aspirations and Achievements in South Australia.

South Australia Education Dept., Adelaide.

PUB DATE- Jul 75

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Academic Achievement; *Academic Aspiration; Adult Education; Community Resources; *Community Satisfaction; *Cultural Isolation; Dropouts; Educational Environment; *Educational Opportunities; Educational Quality; Elementary Secondary Education; Faculty Mobility; Foreign Countries; Parent Background; Proximity; *Rural Education; Small Schools; Teacher Education; Use Studies

IDENTIFIERS- *Australia (South Australia); Isolation (Geographic)

Focusing on two isolated rural communities in South Australia which have experienced a sense of isolation for a long time (The South-East and Eyre Peninsula), the paper presents an examination of the pattern of educational needs and interest of residents in isolated rural communities, and their relation to the changing social and educational background. A discussion of the history of the setting, given as background information to current developments, covers the areas' settlement pattern, distance from Adelaide (the capital), and the residents' sense of isolation. Emphasizing rural education, the paper discusses such aspects as the inequality of opportunity for rural children; early school leaving in rural communities; the education of rural parents; the effect of rising educational standards on rural communities; educational and occupational experiences; membership of organisations; shared interests between wives and husbands; adult education activities; reading, radio, and television behaviour; library facilities and their use; the nature and frequency of visits of the residents to the capital; quality of education; teacher mobility; Commonwealth scholarships; retention rates; and political activities. A discussion of the implications of the variations in the education, attitudes, aspirations, and activities of country people for rural society as a whole concludes the paper. (NQA)

ED 227 991 RC 013 946

Witthuhn, Jan
Minnesota Indian Girls and Math. Final Report.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Nov 82
GRANT- G008103969
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *American Indian Education; American Indian Reservations; *American Indians; Comparative Analysis; *Enrollment Influences; Enrollment Rate; *Females; Males; *Mathematics Achievement; Mathematics Anxiety; School Districts; Secondary Education; Statistical Data; Test Results; Tribes
IDENTIFIERS- *Minnesota

Funded by the Women's Educational Equity Act Programs, the Minneapolis Public Schools Indian Education Section on October 1, 1981, began a study to assess the present level of enrollment and performance of Minnesota Indian girls in junior and senior high school mathematics courses. Procedures in conducting the study included: identifying 7 to 10 school districts to cooperatively participate; gathering information on enrollment of Indian girls in various mathematics courses offered by districts; acquiring information on the performance of Indian girls in mathematics courses; analyzing existing data, including the Minnesota School Affect Assessment, to determine attitudes of Indian girls towards mathematics; and surveying cooperating school districts and Indian parent groups about special programs assisting Indian girls with mathematics. Results of data analysis revealed: cooperating school districts lacked complete consistency in determining Indian students; a higher dropout rate among Indian students; a drop in math enrollment at the senior high level (100% for grades 7-9 to 33% for grades 10-12) due to lack of state requirements and school district policies which make mathematics courses elective; a need for special programs designed to encourage more students to enroll in advanced mathematics courses; and Indian females were proportionately underrepresented in math classes. (ERB)

ED 228 006 RC 013 967

Title I Migrant Education Evaluation Report, 1981-82.
Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Annual Reports; Attendance; Communication Skills; Counseling Services; Elementary Secondary Education; Health Services; Language Arts; Mathematics Instruction; *Migrant Education; *Migrant Programs; *Parent Participation; *Program Evaluation; Pupil Personnel Services; Reading Instruction; Records (Forms); Staff Utilization; State Programs; *Student Attrition; Summer Programs; Tutorial Programs; White Students
IDENTIFIERS- *Kentucky

In 1981-82 there were 58 districts in Kentucky which provided programs and services for 6,364 migratory children. Of that total, currently migratory (interstate) accounted for 13%, currently migratory (intrastate) accounted for 19%, and formerly migratory accounted for 68%. Approximately 81% of the students were in grades pre-kindergarten through eight, while only approximately 19% were high school students. The majority (97%) of the migrant students were Caucasian, with less than 3% belonging to other ethnic groups. Sixty-four instructional programs were offered by 56 districts during the regular school year and 27 instructional programs were conducted by 24 districts as summer school programs. Instructional programs fell into the areas of math, reading, language arts, written and oral communications, tutorial, and kindergarten. Parent involvement increased during the 1981-82 school year for most of the migrant school districts. Standardized tests were the most widely used means of measuring student achievement. In the regular school program, there seemed to be slightly more progress made in mathematics and language arts than in reading. The migrant students in the first grade showed more progress than students in other grades. Samples of reporting forms used by local education agencies complete the document. (BRR)

ED 228 021 RC 013 988

Toro, Leonor; And Others
What's Happening in April?
Connecticut State Migratory Children's Program, New Haven.; Hamden-New Haven Cooperative Education Center, Conn.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Apr 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Black Achievement; *Black History; *Cultural Activities; Cultural Awareness; Cultural Education; Elementary Education; Instructional Materials; Language Arts; *Leaders; *Learning Activities; *Migrant Education; Poets; Politics; *Puerto Ricans; Vocabulary Development
IDENTIFIERS- Holidays

Brief information is given on 11 April events celebrated by Puerto Ricans: April Fool's Day; Easter; Arbor Day; and the birthdays of Washington Irving (first American author to gain fame and recognition around the world), Thomas Jefferson (3rd United States President), Jose de Diego (a notable poet, journalist, orator, lawyer, legislator, and social reformer), Rosendo Matienzo Cintron (one of the best known politicians on the island of Puerto Rico), James Buchanan (15th United States President), Samuel F. B. Morse (inventor of the electric telegraph and the Morse code), Ulysses S. Grant (18th United States President), and James Monroe (5th United States President). Designed as a teacher resource, the booklet includes a list of 30 historical happenings in April and various suggested learning activities (e.g., crossword puzzle, word games, fill-in-the-blank activities, discussion questions, writing activities, matching activities, and problem solving activities using math). The booklet concludes with a black history calendar for April citing 17 historical events, discussions of the achievements in literature by blacks and black family history through the fashions of the forties and eighties, a list of five good tips on writing, a writer's vocabulary list, and sketches for making a paper doll and clothes. (MQA)

ED 228 035 SE 040 905

Dessart, Donald J.
A Review and Synthesis of Twelve Years of Research Related to Secondary School Instruction in Algebra.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Algebra; Educational Research; Literature Reviews; Mathematics Curriculum; *Mathematics Instruction; *Research Utilization; Secondary Education; *Secondary School Mathematics; Teacher Education
IDENTIFIERS- *Mathematics Education Research

This paper describes a review and synthesis of research on algebra. The purpose was to identify findings that may prove useful to teachers, supervisors, and administrators. Over 300 studies were identified and categorized in terms of classroom instructional practices, cognitive factors, attitudes and affective factors, problem solving, calculators and computers, and testing and prediction. Then the studies in each category were reviewed to identify worthwhile ideas for school practitioners. Thirty-nine key ideas were selected from about 150 studies for inclusion in the final review. A sample from each category is given; the complete monograph will be published by the National Council of Teachers of Mathematics. Three caveats, a cost analysis of research, and future types of reviews are outlined. (MNS)

ED 228 036 SE 040 906

Szetela, W.; Super, D.

Calculators and Strategies for Problem Solving in Grade Seven: An Implementation Program and Study. Report No. 83:3.

Educational Research Inst. of British Columbia, Vancouver.

PUB DATE- 83
AVAILABLE FROM- Educational Research Institute of British Columbia, Suite 400-515, West 10th Avenue, Vancouver, BC V5Z 4A8.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Calculators; *Computation; Educational Research; Grade 7; Junior High Schools; Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; *Secondary School Mathematics; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research

A problem-solving program supplemented by calculators in one treatment group was conducted in 63 grade 7 classes with about 1350 students. Teachers were provided with problems correlated with textbooks, and instruction for teaching problem-solving strategies. School districts provided calculators and problem-solving materials. Pretest scores indicated equality of treatment groups. On mid-year tests, the problem-solving group (P) performed significantly higher than the control group (C) on both traditional and "strategy" problems. On year-end tests, the problem-solving group using calculators (CP) performed better than the C group. The CP group scored higher on attitude toward problem solving than the other groups in the district with greatest participation. On every problem-solving test, at least one of the problem-solving groups, CP or P, scored higher than the C group. On a test of more difficult problems, the trend favored the P group, but not significantly. Sex differences were negligible. There were no differences on a paper-and-pencil computation test, indicating that students using calculators all year retained computational skills. The study shows the feasibility of teaching problem-solving strategies and using calculators in grade 7. Similar studies and implementation are suggested for earlier grades. (Author)

Hollander, Seth

Annotated Bibliography on Population, Resources and Environment Relationships.

National Audubon Society, New York, N.Y.
REPORT NO.- EPAD-19
PUB DATE- Sep 82
AVAILABLE FROM- Environmental Policy Analysis Department, National Audubon Society, 950 Third Avenue, New York, NY 10022 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Agriculture; Annotated Bibliographies; Climate; Conservation (Environment); *Energy; Environmental Education; Food; Forestry; *Futures (of Society); Global Approach; *Natural Resources; *Physical Environment; *Policy; Pollution; Population Growth; *Population Trends; Technology

The National Audubon Society is concerned with dependencies of wildlife and life support systems on this planet. Recognizing the role humans play in the interrelationships, Dr. Russell W. Peterson, Audubon's president, established the Population Program within the society's Environmental Policy Analysis Department to: analyze population, resource, and environment information; educate Audubon members and others on population, resource, and environment relationships; and assist in designing strategies for limiting population growth. This annotated bibliography, intended primarily for U.S. audiences, is one of the Population Program's efforts, citing readily accessible literature and focusing on publications covering resources and population from an environmental perspective. Citations are presented alphabetically by author under each of the following headings: general; conferences on various aspects; desertification; deforestation; energy; food and agriculture; climate; development; reports, modeling and future studies; policy recommendations; and other bibliographies (dealing with similar topics). Publication difficulty rating is provided for each citation, indicating if it is easy to understand, of medium difficulty, or technical. Each section is preceded by an introduction to the subject area and citations therein, and is concluded with a list of citations that deal with the subject area but have annotations in other parts of the bibliography. (JN)

ED 228 022 RC 013 989

Lewis, Robert W.; DeFlyer, Joseph E.
English 367: American Indian Literature.
North Dakota Univ., Grand Forks. Div. of Continuing Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; *American Indian Literature; American Indians; *American Indian Studies; Autobiographies; Biographies; *College English; *Correspondence Study; Credit Courses; Fiction; Legends; Poetry; Postsecondary Education; Study Guides

A study guide to American Indian Literature (English 367), a 3-credit hour correspondence course available through the University of North Dakota, contains eight lessons to be used with the following six textbooks: "Black Elk Speaks," "Carriers of the Dream Wheel," "Ceremony," "The Portable North American Indian Reader," "Winter in Blood," "In the Trail of the Wind," "Lame Deer, Seeker of Visions," and "The Way to Rainy Mountain." The first brief introduction to American Indian culture, stereotypes, etc., precedes the eight lessons. Each lesson contains a reading guide for the appropriate textbook, writing assignments, and additional suggested readings. A selected bibliography of American Indian nonprint materials, literature, and resource materials and a class handout conclude the guide. (AH)

ED 227 992 RC 013 947

Cavatta, Jerry C.
New Mexico Dropout Study, 1981-82 School Year.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- American Indians; Black Students; *Dropout Characteristics; *Dropout Rate; Dropout Research; *Enrollment Rate; *Ethnic Distribution; *High Schools; Hispanic Americans; *Public Schools; School Districts; Secondary Education; Sex Differences; State Surveys; White Students
IDENTIFIERS- *New Mexico

Each public school that had students enrolled in grades 9-12 was surveyed to gather data on the extent and nature of the school dropout problem in New Mexico during the 1981-82 school year. Data on grade, sex, ethnicity, and reason for dropping out were collected. Information was obtained from all 89 public school districts and from 97% of the schools surveyed. Data indicated that 6,575 ninth through twelfth grade students dropped out of school, resulting in a dropout rate of 8.1%. This was the lowest dropout rate ever recorded in New Mexico. The highest dropout rate for both male and female students occurred at grade 11 and the lowest at grade 9. Males tended to drop out of school proportionally more than females, an effect which has been true for each school year. Native American students (13.8%) and Hispanic students (8.4%) had the highest dropout rates. Anglo and Black students experienced their highest dropout rates at grade 11 and their lowest at grade 9. Hispanic students experienced their highest dropout rates equally at grades 10 and 11 (9.9%) and their lowest at grade 9. Native American students experienced their highest dropout rate at grade 10. (NQA)

ED 228 007 RC 013 968

Career Opportunities for Native American Students.

Clark County School District, Las Vegas, Nev.

PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indian Education; Checklists; *College Admission; College Bound Students; *College Preparation; *Federal Programs; Grants; *Information Sources; Post High School Guidance; Records (Forms); Scholarships; Secondary Education; *Student Financial Aid; Tribes
IDENTIFIERS- Bureau of Indian Affairs

Designed for American Indian students planning to enter college following high school graduation, the handbook offers information on admission procedures, financial assistance, and programs. Helpful information offered includes a checklist and time line of activities to complete when applying for college; sample letters requesting information on enrollment and financial assistance; a budget sheet to determine college cost; ten rules to remember when seeking financial assistance; a checklist for financial aid --Basic Education Opportunity Grant (BEOG) and Bureau of Indian Affairs of BIA funding--and admissions; procedures to apply for higher education grants; directions on how to make an application for BIA grant money; and how to apply for a tribal roll number. Several listings of resource programs and people are provided. Listings include BIA area and agency offices including the tribes they serve; scholarship and grant programs that provide financial assistance for Indian students and/or a specific field of study; schools that offer special programs for Indian students; military-related programs; and adult vocational training services. A bibliography of nine reference books concludes the handbook. (ERB)

Young, Douglas; And Others
What Determines Bond Costs. Municipal Bonds Series.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-60
PUB DATE- Jun 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Capital; *City Government; Community Leaders; *Interest (Finance); *Public Officials; Rural Areas; *Rural Development; Supplementary Reading Materials
IDENTIFIERS- Colorado; Montana; *Municipal Bonds; *Small Towns; Washington; Wyoming

Public officials in small towns who participate infrequently in the bond market need information about bond financing. This publication, one in a series of booklets published by the Western Rural Development Center using research gathered between 1967-77, discusses factors influencing the marketability and cost of bond financing for towns and cities in Washington, Colorado, Montana, and Wyoming, and identifies opportunities for towns and cities to trim their costs of financing bonds. Sections include: a definition of bond costs, factors affecting bond interest costs, national capital market conditions, characteristics of the issue, reducing flotation costs, a summary, and a glossary of terms. Appended is a summary of data on which the research was based. (AH)

ED 228 038 SE 040 912

Energy Conservation Education for New York State. Interdisciplinary Learning Activities. Grades 7-12.

New York State Education Dept., Albany.

SPONS. AGENCY- New York State Energy Office, Albany.

PUB DATE- Nov 80

AVAILABLE FROM- New York State Energy Office, Office of Communications, Two Rockefeller Plaza, Albany, NY 12223 (free upon written request).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Career Exploration; *Conservation Education; *Energy; *Energy Conservation; Environmental Education; Fuel Consumption; *Fuels; *Heat; Heating; Interdisciplinary Approach; Learning Activities; Secondary Education; *Utilities

IDENTIFIERS- *Energy Education

Provided in this document are 18 energy conservation activities designed to supplement regular classroom learning activities. A matrix correlating activity number with grade level and subject areas is included. Titles of activities are: puzzles; energy quiz; energy-related careers; reading a meter; trading calories for kilo-watts; conserving home energy; keep the heat; mini-activities in energy conservation; heat balance; insulation testing; conserving heat with glazing; hot water loss; calculating heat loses; conserving automotive fuel; energy in foods; conserving with the sun; comparing fuel sources; and energy in print. A teacher resource sheet is also provided at the end of each activity. These sheets contain background information, hints on gathering materials, suggested time allotment, suggested approach, typical results, precautions, modifications, evaluation methods, and references. (JN)

ED 228 008 RC 013 969

Wallace, Stephen; And Others
Our Community -- Today and Yesterday. Book One. Teacher's Guide (Nihil Hahoodzodoo -- Diijiidi doo Adaadaa. Naaltsoos T'aala'i Gone Yits'iligii). Fourth Grade Navajo Bilingual-Bicultural Social Studies Curriculum.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-936008-06-07.
PUB DATE- 82
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock Demonstration School, Star Route One, Rough Rock, AZ 86503 ($7.00).
LANGUAGE English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Education; *Community Characteristics; Community Influence; *Environmental Influences; Grade 4; Inquiry; Instructional Materials; Intermediate Grades; Learning Activities; Local History; Natural Resources; Questioning Techniques; *Social Studies; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Arizona (Rough Rock); Navajo (Nation)

Intended to accompany book 1 of the Rough Rock (Arizona) fourth grade Navajo social studies program, this guide is intended to help the teacher assist students through a series of learning experiences designed to develop important inquiry and social studies skills and to increase students' abilities to make generalizations about their community and the world at large. The guide combines the elements of highly structured, "cookbook" activities with "guided" activities in which only the suggestion for an activity is provided. Each lesson is built around the ideas presented in a chapter of the student textbook and reinforces the chapter's concepts and generalizations. Each lesson includes the following information: purpose, concepts, main idea, skills to be developed, objectives to be achieved, materials needed, suggested time, and teaching strategies and activities. The guide has a "built-in" evaluation system which determines the students' mastery of concepts and skills by their ability to successfully complete the instructional objectives listed for each lesson. The guide includes a section on the acquisition of and the organization and communication of facts and information, the development and presentation of thought-provoking questions, the development of tentative answers, the testing of questions, the remaining steps of inquiry, and social skills. (NQA)

ED 228 023 RC 013 990

Stinard, Thomas A.
Report on Inter-District Sharing. Research and Evaluation Report.
Grant Wood Area Education Agency. Cedar Rapids, Iowa.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Access to Education; Case Studies; Counselors; Declining Enrollment; Educational Needs; Elementary Secondary Education; *Institutional Cooperation; Language Teachers; Literature Reviews; Participant Satisfaction; *School Districts; School District Size; Shared Facilities; *Shared Services; *Small Schools; Special Education Teachers
IDENTIFIERS- *Iowa; Shared Personnel; Shared Students

One partial solution to problems caused by declining enrollment and decreasing revenues, particularly in small districts, is the sharing of personnel, facilities, materials, and even students among neighboring districts. The first section of this report summarizes results from a survey sent to all public and nonpublic school administrators in and around a seven-county area in East Central Iowa. Administrators were asked to identify sharing needs for the 1983-84 year which, in turn, were compiled in a master listing to help schools plan sharing arrangements. Anticipated sharing needs were highest in vocational agriculture, foreign language, and high school English. Administrators were also asked for a description of 1982-83 sharing. The most frequently shared personnel were foreign language instructors, counselors, and special education teachers. Based on previous data, there has been a sizeable increase in inter-district sharing over the past 4 years. The number of positions shared in the area rose from 6 in 1979-80 to 22 in 1982-83. The second section contains a taxonomy of strategies for coping with declining enrollment. A final section of four Eastern Iowa case studies provides detail and local perceptions of advantages and disadvantages of inter-district sharing. (Author/BRR)

ED 227 993 RC 013 950

Aldana, Ana L.; Ogletree, Earl J.

What Research Says About the Attitudes Toward and the Opinions of Bilingual Education.

PUB DATE- 28 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Bilingual Education; Bilingual Teachers; *Educational Philosophy; Elementary Secondary Education; *Hispanic Americans; *Immersion Programs; *Language Maintenance; Literature Reviews; Student Teacher Relationship; *Teacher Attitudes; Teacher Response

Since bilingual education became an official government mandate, there has been much controversy regarding its philosophy, objectives, procedures, and effectiveness. Some educators choose to view bilingual education as transitory, and other educators believe minority students should be given bilingual instruction throughout their public school years. Still other educators argue against bilingual education and feel it should be abolished. A review of research reveals different attitudes and ideas concerning bilingual education. Studies regarding teacher attitudes are in most cases inconclusive and contradictory. Veronica Gutierrez found that teacher attitudes play an important role in students' acceptance/rejection of their mother tongue and heritage. Martin Ilivicky reported that some students and teachers felt progress in English had been definitely slowed because of the bilingual classes. Lester Golub and Joseph Prewitt-Diaz found significant differences in the perception of parents and students regarding the impact of a bilingual education program, but no significant difference was found between Hispanic and non-Hispanic teachers. Merle Marks and Patricia Cabrera found that those teachers who volunteered to participate in a bilingual program were biased in favor of the Spanish speakers. It is evident from these and other studies that a need exists for more evaluative studies concerning teacher attitudes toward bilingual education. (NQA)

ED 227 978 RC 013 933

Faas, Ronald C.; And Others
Where to Find Help if Your City is Issuing Bonds. Municipal Bonds Series.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-63
PUB DATE- Jun 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Capital; *City Government; Community Leaders; *Consultants; *Financial Support; *Public Officials; Rural Areas; *Rural Development; Supplementary Reading Materials
IDENTIFIERS- *Debt; *Municipal Bonds; Small Towns; United States (West)

Public officials in smaller communities that participate less frequently in the bond market need information to assist them in answering questions concerning bond financing. This booklet, developed as a part of a Western Rural Development Center series, outlines seven steps in debt management, identifies types of professional services available, and provides some criteria for selecting consultants. General references and other sources of assistance in getting started and a glossary of specialized bond market terminology are included. (AH)

ED 227 979 RC 013 934

Fass, Ronald C.; And Others
How Municipal Capital Projects Are Financed. Municipal Bonds Series.
Oregon State Univ., Corvallis. Cooperative Extension Service.;
Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-61
PUB DATE- Jun 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Capital; *City Government; Community Education; Community Leaders; *Financial Support; *Public Officials; Rural Areas; *Rural Development; Supplementary Reading Materials
IDENTIFIERS- Colorado; Montana; *Municipal Bonds; *Small Towns; Washington; Wyoming

Public officials in all towns and cities--especially those in smaller communities that participate less frequently in the bond market-- need information to assist them in answering questions concerning bond financing. One in a series developed by the Western Rural Development Center, this booklet introduces three general approaches to financing capital expenditures, discusses the extent of bond use by size of municipality, and reports recent findings on types of bonds used for particular purposes and the factors affecting choice of bond type of towns and cities in Colorado, Montana, Washington, and Wyoming during the period 1967-77. A glossary of specialized bond market terminology is included. (AH)

ED 227 962 PS 013 451

Cocking, Rodney R.
Structure and Function in Constructivism: Examples from Children's Play and Language.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Metacognition; *Preschool Children; Preschool Education; *Pretend Play; Selection; *Verbal Communication
IDENTIFIERS- *Constructivism; Functionalism; Structuralism

A study was undertaken in order to examine (1) the nature of the representation or prototypes underlying children's make-believe object uses, (2) the types of mental activities through which objects are allowed to substitute for real objects, and (3) the awareness children have of processes involved in their choosing and pretending. A total of 18 boys and 12 girls enrolled in two preschool programs participated. Ranging in age from 3 years 11 months to 5 years 5 months, children were divided into two groups matched for age, sex, and preschool program. In a laboratory setting, an experimenter individually invited each child to join her in playing a game. Following a brief introductory period, the experimenter began one of two "scripts" randomly assigned to the subject. Basically, the scripts established a game of pretend including an action requiring a particular implement (e.g., eating ice cream with a spoon). The play setting provided objects that were primary candidates for fulfilling the function of the needed implement as well as "distractors." Results indicated that children made accommodations to the demand characteristics of a systematically varied fantasy context and focused primarily on the criterion of function in selecting objects. Spontaneous talk revealed children's reflectiveness in considering object suitability and their awareness of their own processes of evaluation and pretending. (Author/RH)

ED 227 915 JC 830 146

Shavelson, Richard J.; And Others
Potential for Military Recruiting from Two-Year Colleges and Postsecondary Vocational Schools. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
REPORT NO.- Rand-N-1946-MRAL
PUB DATE- Jan 83
CONTRACT- MDA903-83-C-0047
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Educational Background; *Enlisted Personnel; Males; *Military Service; National Surveys; *Personnel Data; Personnel Needs; *Recruitment; *Student Characteristics; *Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Military Recruitment

With the military's requirements for high-quality recruits expected to increase over the next decade, a study was conducted to evaluate the recruiting potential of two-year post-secondary institutions. Specifically, the study sought to ascertain the characteristics of two-year colleges, whether sufficient numbers of potential recruits existed in these institutions for fruitful recruitment, the degree to which these students met enlistment standards, the penetrability of the market, the value of previous recruits, and research needed for the development of successful recruitment policies. A review of the literature on higher education and military recruiting from this market, as well as analyses of data from the Defense Manpower Data Center and from three large-scale surveys of youth, revealed that: (1) over 1 million male two-year college students were estimated to fall within recruitment ages; (2) this market had not been substantially penetrated, as less than 4% of all 1981 recruits without prior military experience had 1 or 2 years of college, and less than 1% of the two-year college class of 1981 were considering a military career option; (3) the instability of two-year college students' educational and career goals indicated that with the right recruitment incentives and strategies the market could be penetrated; and (4) recruits with prior college experience had lower attrition rates than non-college recruits. Recommendations for further study are included. (DAB)

ED 227 929 PS 013 106

Moreno, Steve

Parenting Information: Teenagers. Informacion Para los Padres: Sobre los Jovenes.

PUB DATE- 78
AVAILABLE FROM- Moreno Educational Company, P.O. Box 19329, San Diego, CA 92119 (Each booklet, $0.95; discount on quantity orders).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Adolescents; *Child Rearing; *Early Parenthood; Guidelines; *Married Students; *Occupational Information; *Parent Child Relationship; Parent Education; Teaching Methods
IDENTIFIERS- *Parenting

These four booklets are devoted specifically to the concerns of parents and their teenage children and are part of a series of 22 booklets designed specifically to help parents understand their children and help them to learn. "Parents--Learn about Your Teenager" (booklet #6) explains the changes which occur during the teen years and the reasons for the breakdown in communications between teenagers and their families. Suggestions for improving communication, disciplining teens, and avoiding possible problems are given. "Job Information for Parents and Students" (booklet #7) contains many facts about education-related jobs, job earnings, and job descriptions which are explained in order to help students and parents better understand the nature of jobs in our society. Booklet #9, "Parents--Some ideas for Communication with Your Teenagers," gives parents specific, practical hints to help them to communicate more effectively with their teenage children. "Information about Teenage Marriages for Parents and Students" (booklet #10) provides facts and figures about potential problems which might be encountered by teenagers who decide to get married and start a family before they complete a high school education. All booklets are written with the same text in both English and Spanish, are easy to read, and include illustrations. (MP)

ED 227 945 PS 013 426

Salzer, Richard T.
Middle-Class Parents' Attitudes Toward All-Day Kindergarten.
Occasional Paper No. 3.
State Univ. of New York, Buffalo. Faculty of Educational Studies.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Early Childhood Education; *Educational Innovation; *Kindergarten; *Middle Class; *Parent Attitudes; School Readiness
IDENTIFIERS- *Full Day Programs; *Half Day Programs; New York (West)

Included in this paper is a sample of comments made by parents in response to the idea of instituting all-day, every-day kindergarten schedules in several suburban and small-town school districts in western New York. Those in favor of all-day programs emphasize that many children attending nursery schools and other programs are in need of a kindergarten experience that challenges them appropriately. Also mentioned are the needs many parents have for child care and the assistance that all-day kindergarten would provide in simplifying their lives. Comments from the opposing position emphasize either the fact that children are not ready for all-day sessions or that such a program would not represent the best use of their time. Comments also touch on such areas as the nature of local kindergarten programs and the offering of more than one type of kindergarten. (MP)

ED 227 901 JC 830 122

Adams, Frank G.; And Others
A Study of Illinois Employer Reactions to Training Credentials.
Lake County Coll., Grayslake, Ill.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Credentials; *Degrees (Academic); *Educational Attitudes; *Educational Certificates; *Employer Attitudes; *Employment Qualifications; Occupational Surveys; Prior Learning; Questionnaires; State Surveys
IDENTIFIERS- *Illinois

A study was conducted in summer 1982 by Project REA to provide employment skill training operators and educators in Illinois with information about the reactions, attitudes, and beliefs of employers toward various forms of accreditation of training, i.e., academic credit, nonacademic credit, certificates, degrees, diplomas, and licenses. The study population included 1,000 randomly selected Illinois employers drawn equally from Standard Metropolitan Statistical Area (SMSA) counties (i.e., urban areas) and non-SMSA counties (i.e., rural areas). Study findings, based on responses from 5.8% of the SMSA employers and 7.8% of the non-SMSA employers, included the following: (1) 96% of the respondents represented small businesses; (2) 79% felt that prior job experience was more important than formal training; (3) 76% of the entry-level jobs mentioned by the respondents required a high school diploma or General Education Development certificate; (4) employers generally had a positive attitude towards academic credit, competency-based certificates, and certificates of completion, and a negative attitude toward certificates of attendance and nonacademic credit; (5) 51% of the respondents felt that recorded credentials made an applicant more employable, while 45% said they did not; and (6) urban and rural employers differed in their perceptions of the importance of recorded credentials, credit leading to a degree, and competency-based certificates. Data tables and the survey instrument are appended. (DAB)

ED 227 887 JC 820 460

Blai, Boris, Jr.
Private Junior College Students: A Profile.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Role; *Community Colleges; Comparative Analysis; Females; Institutional Evaluation; *Private Colleges; *Single Sex Colleges; Social Values; *Student Attitudes; Student Attrition; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Harcum Junior College PA

Drawing largely from institutional research prepared at Harcum Junior College (HJC), a private all-female two-year college in Pennsylvania, this report contrasts private junior college students with community college students in terms of their attitudes and values, reasons for attending college, rates of and reasons for attrition, and evaluations of their colleges and programs. First, an overview is provided of the types of two-year colleges and the number of students enrolled in private schools as compared to public colleges. Next, a comparison of attitudes reveals less interest in vocational goals and higher levels of conservatism among private college students. Next, findings from studies of the values of HJC students and public college students are compared, revealing the consistencies in the values of the two groups. Then, the results of three studies are presented, showing the differences in the reasons for attending college of HJC students in 1968; State University of New York, Buffalo, students in 1973; and HJC students in 1978. The following section examines attrition rates and causes at HJC and other public and private two-year colleges in various size and status categories. After comparing the assessments by HJC students of the college with the college evaluations of community college students in New Jersey and Harrisburg Community College in Pennsylvania, the paper discusses the social roles of private and public colleges and the similarities of their students. (HB)

ED 227 873 IR 050 194

Library Schools and Other Training Aspects Section. Education and Research Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Quality; Foreign Countries; Global Approach; *Information Science; *International Organizations; Library Associations; *Library Education; *Library Networks; *Library Schools; *Library Science; Postsecondary Education
IDENTIFIERS- Scientific and Technical Information; USSR

Papers on library education presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Learning and Library Networks at Mid-Career Level: The Possible Contribution of the Library Schools" by M. H. Heine (United Kingdom); (2) "Network Implications for Library Education: Planning for (the) Future of (the) Changing Library Profession" by Tamiko Matsumura (Japan); (3) "Networks in the Library School Curriculum" by R. F. Guy and J. A. Large (United Kingdom); (4) "Education for the Information Industry and Implications for Library Schools" by G. Edward Evans (United States); (5) "Network of Library Schools in the USSR in (a) Developed Socialist Society: Problems of Coordination, Cooperation and Scientific/Methodological Guidance" by K. I. Abramov (USSR); (6) "Information Provision of Large Research Programmes by the Library Network of the USSR Academy of Science Siberian Branch" by B. S. Elepov and A. N. Lebedeva (USSR); (7) "The Development of Networks in the English-Speaking World and Europe: The Contribution of the British Library Research and Development Department" by Brian J. Perry (United Kingdom); and (8) "Equivalence and Reciprocity of Qualifications: A State-of-the-Art Report" by Josephine Riss Fang (United States) and Paul Nauta (Netherlands), which describes the progress of an IFLA project on determining the availability and comparability of library training in different countries. (ESR)

ED 227 858 IR 050 153

Brinkman, Julianne M.; And Others

The Effectiveness of Subregional Libraries for the Blind and Physically Handicapped: A Pilot Study, Conducted by Wayne State University Library Science Students.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Glossaries; Library Networks; *Library Services; *Physical Disabilities; *Public Libraries; Questionnaires; *Regional Libraries; State Libraries; User Satisfaction (Information); *Visual Impairments
IDENTIFIERS- *Library Users; Michigan (Macomb County); Michigan (Oakland County); *Michigan Regional Lib Blind Physically Handicapped

This study provides data on the relative effectiveness of library service to the blind and physically handicapped in two adjoining metropolitan counties in Michigan. Oakland County is served by a subregional program located in a local public library while Macomb County is served by the more remote Michigan Regional Library for the Blind and Physically Handicapped (MRLB/PH), located in the Michigan State Library in Lansing. Field-tested questionnaires in large print were sent to a random sample (1 in 10) of active regional and subregional library users. A 46% response rate was achieved. Information was sought on satisfaction with services, volume of reading, personal contacts with librarians, and use of general services of local public libraries. The study confirmed hypotheses that subregional libraries offer more personalized service than the more remote regional library, and are more successful in locating new readers, maintaining liaison with community groups, and encouraging the mainstreaming of handicapped users into regular library service. Appendices to the report consist of: (1) a selective bibliography; (2) a glossary of terms; (3) a map showing the areas served by the regional and subregional libraries; (4) sample questionnaires and cover letters for the two counties, with responses given; and (5) documents from the Michigan Library Association Task Force on Blind and Physically Handicapped Libraries. (Author/ESR)

ED 227 843 IR 050 134

Thierer, Joyce; Bower, Merry
Kansas State University Libraries' OCR Labeling Project.
Kansas State Univ., Manhattan. Library.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Libraries; Cataloging; *Character Recognition; Classification; Flow Charts; Higher Education; *Library Automation; *Library Circulation; *Library Technical Processes; *Optical Scanners; Program Descriptions; Questionnaires; Records (Forms)
IDENTIFIERS- Call Numbers; *Kansas State University; OCLC

This publication describes the planning and implementation of an optical character recognition (OCR) labeling project, the first stage of Kansas State University (KSU) Libraries' program of conversion from a manual to an automated circulation system. It is noted that a telephone survey of libraries with automated circulation systems and consideration of the special needs of KSU Libraries were part of the development of the labeling project. Lists of project staff and materials are provided as well as a delineation of the project time sequence and a project organizational chart. Sets of instructions are given for general labeling duties, for label placement, and for resolving cataloging and other problems. The instructions include a labeling flow chart as well as guidelines for locating missing publications and recataloging incorrectly cataloged material. Also provided are sample OCLC cataloging records, examples of correctly labeled items, and sample project worksheets. Summary tables show the number of hours spent on various parts of the labeling project, while an evaluation notes project strengths and possible refinements in the collection of statistics and problem resolution routines. The telephone survey, an explanation of the proper sequencing of call numbers, and a list of project supplies are appended. (Author/ESR)

ED 227 813 HE 016 085

Corporate Philanthropy: Philosophy, Management, Trends, Future, Background.

Council on Foundations, Inc., Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Council on Foundations, 1828 L Street, N.W., Washington, DC 20036 ($12.00, prepaid; $11.00 per copy for 10 or more).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)

DESCRIPTIONS- Administrator Attitudes; *Business Responsibility; Grantsmanship; *Higher Education; *Industry; Leadership Responsibility; Policy Formation; *Private Financial Support; Program Development; Program Evaluation; *School Business Relationship; Social Responsibility

IDENTIFIERS- *Corporate Support

Major policy considerations and the management of corporate philanthropy, along with new directions and future prospects of corporate philanthropy, are addressed in 40 articles written by chief executive officers, lawyers, economists, and other leading analysts. In addition, a list of resource materials, a glossary, and a list of organizations providing resources for developing corporate philanthropy programs are included. Articles and authors include the following: "Corporate Conduct in the Changing World" (Courtney C. Brown); "Guidelines for Giving" (Clifton C. Garvin, Jr.); "Business Considerations in Corporate Philanthropy" (William D. Ruckelshaus); "The Role of Business in Community Affairs" (C. William Verity, Jr.); "The Organization of a Corporate Philanthropy Program" (Alex J. Plinio); "The Use of New Technology in Grantmaking" (James N. Alexander); "Monitoring and Evaluation in a Corporate Philanthropy Program" (Richard R. Johnson); "Grantmaking in Specific Industries" (William G. Keller); "The Value of Noncash Contributions" (Jon A. Stewart); "Cooperation with the Public Sector" (Marilyn W. Levy); "Federal Budget Cuts and Future Challenges" (Pablo S. Eisenberg); and "Statistical Analysis of Corporate Philanthropy" (Kathryn Troy). (SW)

ED 227 828 IR 010 621

Hunter, Beverly
Academic Computing at Mankato University. A Case Study.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science Education.
PUB DATE- 78
GRANT- SED-76-15399
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Science Education; *Demonstration Programs; Educational Planning; Higher Education; Program Administration; Program Costs; Program Descriptions; Surveys
IDENTIFIERS- *Mankato State College MN

This case study is one of a series focusing on everyday learning and teaching applications of computers which is addressed to administrators, teachers, staff, and students who wish to plan or improve the uses of computers at their own institutions. Following a brief description of the purpose and selection of cases for the overall study, the report profiles academic computing at Mankato State University, a 12,000-student institution in South Central Minnesota and one of seven state universities. The organization and management of the academic and administrative computing in the state university system is explained and student access to three main computer facilities is described. Also addressed are costs and budgeting, student accomplishments, applications, computer literacy, computer science curricula, outreach, and plans and goals. Under the topic of lessons learned, comments focus on regional timesharing, computer science education, and dual computer usage by administrators and faculty. Contacts, nine references, and a list of the case study and exemplar institutions are provided. (LMM)

ED 227 799 HE 016 053

Cargol, Owen F.

State-Level Agencies, the Curriculum, and Program Duplication.
AAHE-ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
AVAILABLE FROM- Publication Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTIONS- *Articulation (Education); *College Programs; Community Colleges; *Curriculum Evaluation; Educational Policy; *Government School Relationship; Higher Education; *State Boards of Education; State Colleges; *Statewide Planning
IDENTIFIERS- *Program Duplication

The role of individual institutions and college-state agency cooperation in reducing program duplication is discussed. Declining enrollments and financial problems have necessitated determining what courses/programs will be offered at which institutions. At the freshman and sophomore level, states usually require that community colleges and lower-division branch campuses offer curricula articulated with those in the first 2 years of senior colleges and universities. In most states, curriculum proposals are initiated on campus (in a department, division, or college); the proposal then goes to a university coordinating office for review before being sent to a state-level approval body. Degree programs may be identified as appropriate (or inappropriate) for a given institution on the basis of that institution's mission, history, or special designation. Attempts to control program duplication are even more pronounced at the graduate level. Factors that work against state-level planning include: intrastate regionalism, institutional resistance to change, geographic dispersion of institutions, alumni and legislative political pressure, and faculty resistance. (SW)

ED 227 784 HE 016 033

Study Abroad: Handbook for Advisers and Administrators. Guideline Series 10.

National Association for Foreign Student Affairs, Washington, D.C.

PUB DATE- Sep 79

AVAILABLE FROM- National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Academic Advising; Administrator Guides; Ancillary School Services; College Students; Employment Opportunities; *Foreign Countries; Higher Education; International Educational Exchange; Program Administration; *Student Exchange Programs; *Student Personnel Workers; *Study Abroad

Guidelines on study abroad are presented to assist advisers, administrators, and faculty committees. Topics include the following: rationale for international education; educational opportunities abroad for U.S. students; development of advisory services; the nature of the profession of study abroad advising; desirable attributes and backgrounds for study abroad advising; training to be a study abroad adviser; roles of national organizations; basic principles of the advisory process; the student's objectives; advising strategies; student's preparation for study abroad; travel in other countries; short-term employment abroad; voluntary service abroad; long-term and career employment abroad; on-campus and off-campus adviser's resources; administering the advisory office (staffing, office space and location, budgeting, office organization, and evaluation of advisory services); characteristics of good study abroad programs; institutional policy on study abroad; program planning and implementation; legal considerations; and emergencies. Appended materials include a bibliography and list of acronyms; information on summer jobs abroad, sample study abroad application form, and a program evaluation form (student opinion). (SW)

ED 227 785 HE 016 034

Berve, Nancy M., Ed.

Annual Report for the Academic Year 1981-82 from 49 States, the District of Columbia and 1 Canadian Province Focusing on Problems, Issues, Achievements and Other Areas of Interest to the Postsecondary Education Community.

Education Commission of the States, Denver, Colo.

PUB DATE- 82
AVAILABLE FROM- Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- Annual Reports; College Programs; Educational Finance; Enrollment Trends; Financial Support; *Higher Education; *Postsecondary Education; Salaries; *State Surveys; *Statewide Planning; Student Financial Aid; Tuition
IDENTIFIERS- *United States

Annual reports are presented for 49 states, the District of Columbia, and one Canadian province, focusing on problems, activities, achievements, and other areas of interest to the postsecondary education community. A report was not received from Montana. Most of the reports include information on enrollments, student financial aid, capital funds and projects, appropriations, program planning and review, new programs, new degrees, tuition, master plans, and faculty salaries. (SW)

ED 227 786 HE 016 035

Kaufman, Martha L., Ed.; Berve, Nancy M., Ed.
The Effect on Higher Education of State Actions in Response to Unanticipated Revenue Shortfalls. Summary of Report.
Education Commission of the States, Denver, Colo.
PUB DATE- 82
AVAILABLE FROM- Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- Budgets; *Economic Factors; Expenditures; *Financial Problems; *Government School Relationship; *Higher Education; Income; Public Education; *Resource Allocation; *State Colleges; State Surveys; Taxes
IDENTIFIERS- *Revenue Shortfall

A summary is presented of a 1982 limited distribution report, published by the Communication Network of the State Higher Education Executive Officers and the National Center for Education Statistics, which presents findings of a survey conducted by the Washington Council for Postsecondary Education. The survey focused on the fiscal situation in the states and the impact on public higher education at the end of fiscal year 1981-1982. Information is presented on the varied conditions among 43 states, the response of postsecondary education to these conditions, and the states' emergency revisions to postsecondary education appropriations and budgets. Information was not obtained from Arkansas, Indiana, Michigan, New Hampshire, Ohio, Utah, and Wyoming. Information is also presented on whether or not taxes were being increased by the state to cover existing or potential revenue shortfalls. The actions being taken are divided into income generating initiatives and expenditure reduction measures. The latter are further described as actions taken to reduce spending for institutional operations and actions affecting the acquisition of physical assets, personnel, and programs. (SW)

ED 227 800 HE 016 057

Marcus, Laurence R.; And Others
The Path to Excellence: Quality Assurance in Higher Education.
ASHE-ERIC Higher Education Research Report, No. 1, 1983.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0011
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (members, $5.00 per copy; nonmembers, $6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Accountability; Accreditation (Institutions); College Administration; *Educational Quality; Federal Regulation; *Government School Relationship; *Higher Education; *Institutional Evaluation; Program Effectiveness; Program Evaluation; Quality Control; *Self Evaluation (Groups)

The strengths and weaknesses of the traditional external quality controls exerted by government and accrediting bodies to monitor colleges and universities are examined, along with the importance of institutional self-regulation. Government involvement in American higher education is traced historically, showing that until recently the oversight function was limited to institutional licensure and statewide planning and coordination. However, accreditation as an indicator of quality has come under strong criticism, and some states have more actively attempted to determine whether institutions are providing quality education. Increased government involvement in academic affairs has also been controversial. In order for higher education institutions to ensure quality control, an effective program assessment is needed that includes both a process and an outcome orientation. Broad participation of college staff in the self-study of academic program quality is needed, along with analysis of the following factors: program goals, organization, facilities, faculty, students, academic program issues, research, public service, and future plans. The self-study results should also be reviewed by an impartial, external consultant. A substantial bibliography is appended. (SW)

ED 227 814   HE 016 086

Twenty-First Biennial Report--Part II.

Oklahoma State Regents for Higher Education, Oklahoma City.

PUB DATE- 30 Jun 82

AVAILABLE FROM- Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, OK 73105.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Budgets; College Presidents; College Students; Degrees (Academic); *Educational Finance; Educational History; Educational Policy; *Enrollment Trends; Expenditures; *Higher Education; Income; *Institutional Characteristics; State Boards of Education; *State Colleges; Student Financial Aid; Trend Analysis; Trustees

IDENTIFIERS- *Oklahoma

The 1981-1982 report of the Oklahoma State Regents for Higher Education includes brief summaries of the services, achievements, problems, and progress of each institution and agency of the state system. Historical and statistical information is presented on the following areas: enrollment, degrees, accreditation, student aid, Title VII, Title VI-A, regents' publications, Oklahoma College Testing Program, regents' resolutions, regents' office expenditures, appropriation acts, budget information, regents' loan fund, expenditures for state purposes, current income and expenditures, bonded indebtedness, capital improvements, Section 13 and new college funds, and student fees. Historical information is also presented on board members and presidents for each institution. (SW)

ED 227 844 IR 050 135

Library Service to the People of New York State. A Long-Range Program October 1, 1982-September 30, 1987, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.

New York State Library, Albany.

PUB DATE- Sep 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Improvement; Library Networks; *Library Planning; *Library Services; Program Descriptions; Public Libraries; *Regional Libraries; *Regional Planning; State Departments of Education; State Libraries; *State Programs

IDENTIFIERS- Library Statistics; *New York

The comprehensive 5-year program for the enhancement of library services in New York State which is described (1) provides a benchmark for the continuing planning, development, and evaluation of state library services; (2) summarizes the objectives, policies, and programs undertaken for the improvement of those services; (3) serves as a guide to library networks, regional planning groups, and other agencies that wish to participate; and (4) meets the requirements of the Federal Library Services and Construction Act (LSCA). An overview of the state library environment is offered, constraints on services are outlined, and the program's goals and objectives are explained. Tables provide summary statistics on public, academic, school, institution, and medical libraries, on the New York State Library, on public library systems, and on reference and research library resources systems within the state. A bibliography of major documents for New York State library service programs and lists of New York members of the LSCA Advisory Council and the Regents Advisory Council on Libraries conclude the report. (ESR)

ED 227 829 IR 010 622

Hunter, Beverly
Academic Computing at Rutgers University. A Case Study.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 78
GRANT- SED-76-15399
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computers; *Computer Science Education; *Demonstration Programs; Educational Planning; Higher Education; Program Administration; Program Costs; Program Descriptions; Surveys
IDENTIFIERS- *Rutgers the State University NJ

This case study of academic computing is one of a series focusing on computers as everyday learning and teaching tools which is addressed to administrators, teachers, staff, and students who wish to plan or improve the uses of computers at their own institutions. Following a brief description of the purpose and selection of cases for the overall study, the report profiles academic computing at Rutgers University, the state university of New Jersey, which has 46,000 students enrolled on seven campuses at New Brunswick, Piscataway, Newark, and Camden. The computing history of Rutgers is summarized, covering three decades of computer usage. The report describes the Center for Computer and Information Services (CCIS), which manages facilities and support for academic computing, and student access to computing facilities, including the CCIS, individual academic departments, and computing facilities provided by the New Jersey Educational Computer Network. Additional sections address costs and budgeting, the spectrum of computer applications at Rutgers, student accomplishments, computer literacy, computer science programs, outreach programs (sharing of software, expertise, and courses), plans and goals, and lessons learned. Contacts and 22 references are listed. (LMM)

ED 227 815 HE 016 087

Boud, David; Kilty, James

Self-Appraisal for University Teachers: A Guide for Workshop Leaders. Occasional Publication No. 19.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

REPORT NO.- ISBN-909528-17-9
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Faculty; *Faculty Development; Faculty Evaluation; Foreign Countries; Higher Education; *Instructional Improvement; *Leaders Guides; Peer Influence; *Self Evaluation (Individuals); *Teacher Effectiveness
IDENTIFIERS- *Australia; United Kingdom

This guide for leaders of workshops on self-appraisal for university teachers presents a process that is being developed in Australia and the United Kingdom to help members of professional groups monitor their effectiveness in conjunction with their peers. The approach has been used in Australia, the United Kingdom, Canada, and Japan. The method allows individuals to define criteria of competence for their work, monitor their daily professional activities, review their individual performance with their peers in the group, and make plans for modifying their practice in the light of their appraisal. The role of facilitator or group leader is to guide participants through each stage, to help individuals and the group make decisions about which steps are most relevant for them, and encourage adequate time for the process to unfold. Eighteen steps of the approach are discussed, and a flow diagram summarizing the steps is presented. Possible variations of the approach are also identified. (SW)

ED 227 830 IR 010 623

Hunter, Beverly
Academic Computing at Worcester Polytechnic Institute. A Case Study.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
Directorate for Science Education.
PUB DATE- 78
GRANT- SED-76-15399
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computers; *Computer Science Education; Demonstration Programs; Educational Planning; Higher Education; Program Administration; Program Costs; Program Descriptions; Surveys
IDENTIFIERS- *Worcester Polytechnic Institute MA

This case study is one of a series focusing on computers as everyday learning and teaching tools which is addressed to administrators, teachers, staff, and students who wish to plan or improve the uses of computers at their own institutions. Following a brief description of the purpose and selection of cases for the overall study, the report profiles academic computing at Worcester Polytechnic Institute (WPI), a private, technical college in Worcester, Massachusetts, with 2500 undergraduate and 600 graduate students; degree programs in scientific, engineering, and interdisciplinary subject areas; and a project-oriented curriculum. The report summarizes the computing history at WPI since 1960 and describes the Worcester Area College Computation Center which operates central computers for academic and administrative uses and provides such supporting services as programming, documentation, and consultation. Other sections report on student access to computing, facilities, costs, student accomplishments, applications, computer literacy, computer science curricula, outreach, and plans and goals. Advice is given on computer center management and computer use policies. A list of contacts, nine references, and a list of the case study and exemplar institutions of the overall study are provided. (LMM)

ED 227 845 IR 050 136

Multicultural Nonsexist Education in Iowa Schools: Library Media Services.

Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Check Lists; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; *Learning Resources Centers; Library Collections; Library Services; *Media Specialists; *Multicultural Education; Nondiscriminatory Education; School Districts; *School Libraries; *Sex Fairness; State Standards
IDENTIFIERS- *Iowa

Intended as an aid for Iowa school library media specialists, this pamphlet identifies resources and provides guidelines for the development of multicultural, nonsexist (MC-NS) school library media programs. Definitions of terms used in the pamphlet are given. The rationale and philosophy underlying elementary and secondary curricula design are discussed with reference to library media programs, and the legal authority for bias-free nondiscriminatory education is cited from sections of the Iowa Code and Iowa School Standards. Five goals and suggested objectives that should be integrated into a multicultural, nonsexist library media program are presented, as well as a checklist for school administrators which suggests questions for use as evaluation guidelines in the areas of library media program structure, the content and strategies of library media skills programs, library media collections, and library media center curriculum support strategies. An annotated bibliography of 32 books, 3 articles, 5 catalogs, and 5 periodicals is included, as well as a list of 10 organizations which can provide information for school districts striving to implement multicultural, nonsexist library media programs. (ESR)

ED 227 801 HE 016 061

Markowitz, Harold, Jr.

Independent Study in 1982: National University Continuing Education Association Independent Study Programs. Final Report.

PUB DATE- Jan 83
AVAILABLE FROM- University of Florida, Division of Continuing Education, Department of Independent Study by Correspondence, 1938 West University Avenue, Gainesville, FL 32603.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Faculty; *College Programs; Continuing Education; *Correspondence Study; *Enrollment Trends; Fees; Higher Education; *Independent Study; Lifelong Learning; Noncredit Courses; Nontraditional Education; Program Costs; School Surveys; Secondary Education; Teacher Salaries; Unit Costs

Policy and the status of institutions offering independent study by correspondence were studied, based on a 1982 survey of 72 American universities. Information is provided on enrollments, staff size, fees, services, and compensation to faculty for grading and course development for college, high school, and noncredit programs. Findings include the following: in 1981-1982 there were 240,488 new enrollments for the 72 institutions, with a mean enrollment of 3,340; 48 percent of the institutions had fewer students compared to 1980-1981; enrollment losses occurred predominantly at small institutions (with 2,500 students or less); the average institution had a staff of 2.4 professional persons; services included sending students study materials and class changes; mean charges in 1981-1982 were $31.94 per semester hour or $24.48 per quarter hour; for 1982-83 fees increased about 9.5 percent; 53 percent of the institutions raised their course fees and none reduced fees; the average rate of pay per graded college lesson in 1981-1982 was $2.45 and in 1982-83, $2.60; and the average rate per developed course was about $570 in 1981-1982 compared to $607 in 1982-1983. Additional statistical tables and information for specific colleges are included. (SW)

ED 227 787 HE 016 036

Berve, Nancy M., Ed.
State Support of Higher Education: Programs in Operation or Approved in the 50 States and D.C. as of January 1, 1981 and January 1, 1982.
Education Commission of the States, Denver, Colo.

PUB DATE- 82
AVAILABLE FROM- Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTIONS- Dental Students; Disadvantaged; *Financial Support; *Government School Relationship; *Higher Education; Medical Education; Minority Groups; Nursing Education; *Private Colleges; *State Aid; *Student Financial Aid
IDENTIFIERS- *United States

Fiscal year 1981 and 1982 data on state support of private higher education are presented. Information is provided on programs in operation or approved for state support of private higher education in the 50 states and the District of Columbia. The following types of support are identified for each state: contract, direct institutional aid, disadvantaged/minorities, facilities assistance/authorities, medical/dental/nursing, and student assistance. Funding amounts are indicated, along with distribution of the award and restrictions. (SW)

ED 227 816 HE 016 088

Spencer, Mary L.; And Others
Handbook for Women Scholars: Strategies for Success.
Americas Behavioral Research Corp., San Francisco, CA. Center for Women Scholars.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Americas Behavioral Research Corporation, 1925 Page Street, San Francisco, CA 94117 ($10.95 per copy plus postage and handling costs).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTIONS- Academic Rank (Professional); Advocacy; Change Strategies; *Employment Practices; Family Life; *Feminism; Grantsmanship; Higher Education; Information Sources; *Minority Groups; Organizations (Groups); Professional Associations; Role Conflict; Scientists; *Sex Discrimination; Teacher Salaries; Tenure; *Women Faculty

Articles on discrimination against women scholars and information on change strategies and resource groups are presented. The status and self-expressed needs of women scholars, as revealed in a recent survey of over 1,000 San Francisco Bay respondents, are considered in an article entitled "Status and Needs of Women Scholars" (Mary L. Spencer and Eva F. Brandford). In addition, categorized information is presented on women's advocacy groups; women's caucuses and committees of professional associations; women's research and resource centers; and career, financial, and legal aids for women scholars. Next, the transcription of conversations with Asian, Black, Hispanic, and Native American female scholars focuses on the double discrimination of being female and minority. A bibliography is included. Invited papers and authors include the following: "Alchemy in Academe: Survival Strategies for Female Scholars" (Linda L. Nielson); "Benchmark for the 80's" (Jessie Bernard); "Acquiring Skills for the Funding Search" (Arlene Kaplan Daniels); "Mary Daly: A Decade of Academic Harassment and Feminist Survival" (Janice Raymond); and "In Pursuit of the Well-Rounded Life: Women Scholars and the Family" (Mary Crawford). A survival guide and articles on filing grievances and promoting change are also included. (SW)

IR

ED 227 846 IR 050 137

Karuth, Linda; Clymer, E. William
NTID Student Guide to Wallace Memorial Library.
National Technical Inst. for the Deaf, Rochester, N. Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 82
CONTRACT- MP-82-1474B
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Libraries; *Hearing Impairments; Higher Education; Indexes; Library Catalogs; *Library Extension; *Library Guides; *Library Instruction; *Library Services; Newspapers; Periodicals; Reference Services
IDENTIFIERS- Library of Congress Classification; Library Users; *National Technical Institute for the Deaf; Reserve Book Collections; *Rochester Institute of Technology NY

This handbook was developed for hearing impaired students at the National Technical Institute for the Deaf located at Rochester Institute of Technology. An illustrated guide to the main library on campus, it is language-appropriate for deaf students in a postsecondary education program, and may be used independently or in conjunction with formal instruction. A general introduction to library services is given, particularly in the areas of circulation, reference, and reserve. The guide explains how to find books using the library card and microfiche catalogs and Library of Congress call numbers. Basic information is presented on the location of articles from magazines, journals, and newspapers using indexes to the periodical literature. Goals, objectives, and self-evaluation quizzes with answers are provided for student use. The handbook concludes with a glossary of terms, a list providing information on other local resource centers, and a brief bibliography. (ESR)

ED 227 831   IR 010 624

Aroostook County Telecommunications Demonstration. Project Period: December 15, 1978-June 15, 1981. Final Report.
Medical Care Development, Inc., Augusta, ME.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Jul 81
GRANT- 039A-7901
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cost Effectiveness; Demonstration Programs; Educational Television; *Health Facilities; *Information Networks; *Program Descriptions; Program Evaluation; Questionnaires; *Rural Areas; *Telecommunications; Teleconferencing
IDENTIFIERS- Central Maine Interactive Telecommunications Sys; *Maine (Aroostook County); Slow Scan Television; Two Way Television

The Aroostook County Telecommunications System is a slow-scan television network connecting five health institutions in the county with the Central Maine Interactive Telecommunications System (CMITS). The Aroostook system allows both audio conferencing and still-image videoconferencing among the Aroostook participants, and provides for an interface with the CMITS, which is a two-way broadband microwave television system connecting participating health institutions in four towns. The entire system is connected using dedicated voice-grade telephone circuits and a telephone company bridging device. Merging the slow-scan and broadband systems demonstrates an economical method for improving educational offerings and medical care, while saving travel and energy in remote areas. This report on the system describes the efforts of Medical Care Development, a non-profit health systems development and implementation organization, in initiating the project. The narrative section of the report covers the project start-up, trial operation, demonstration, and operation phases. Additional sections address project benefits, demonstrable gains, expected benefits, barriers to implementation and utilization, and strategies for institutionalization and dissemination. An extensive collection of study-related materials is appended. (LMM)

ED 227 802 HE 016 062

Planning for the 80's: Post Secondary Education and the Maine Economy.

SPONS. AGENCY- Maine State Post-Secondary Education Commission, Augusta.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Business; *College Planning; *Economic Climate; *Employment Opportunities; Enrollment Trends; *Industry; Manufacturing; *Postsecondary Education; Private Colleges; Productivity; Public Policy; *School Business Relationship; State Colleges; Statewide Planning
IDENTIFIERS- Economic Impact; *Maine

The Maine postsecondary education situation, the state's economy, and their interrelationships are considered. The analysis is based on interviews with leaders of Maine private enterprises, postsecondary institutions, professional and trade union organizations, and state government. An operational model for higher education and economic interaction is also presented, along with recommendations to guide public policy makers and leaders of private and public postsecondary education institutions. Postsecondary institutions are grouped and discussed according to the average length of time necessary to complete degree requirements, and by public versus private ownership. In addition, institutions are differentiated by the proportion of the student body drawn from out of state. Enrollment trends and employment within the public and private colleges are also analyzed. The economy is considered in terms of performance indicators by sectors and by specific commercial and industrial enterprises (e.g., textiles, potato products, banking, high technology). Finally, the condition of each sector of postsecondary education is assessed, along with training/education in state government and the relationship between organized labor and postsecondary education. (SW)

ED 227 788 HE 016 037

Allen, Walter R.; And Others
Winter 1981 Study of Black Graduate/Professional Students Attending Predominately White, State-Supported Universities. Preliminary Report.
Michigan Univ., Ann Arbor. Center for Afroamerican and African Studies.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Black Students; *College Desegregation; Family Characteristics; *Graduate Students; Higher Education; Occupational Aspiration; Peer Relationship; Professional Education; *Racial Relations; Research Opportunities; Scholarship; Social Adjustment; State Universities; Student Characteristics; *Student Teacher Relationship; Whites

Characteristics, experiences, and aspirations of black graduate and professional students at six large and predominantly white state universities were surveyed in 1981. Attention was directed to grade point averages (GPAs), involvement in professional activities, program of study, educational and occupational histories, career choice, relations with peers and faculty, campus race relations, undergraduate experience, personal characteristics, and family background. Findings include the following: 50 percent had GPAs above 3.3 and 58 percent had GPAs above 3.0; 60 percent had not read a paper at professional meetings, 87 percent had not published a paper, and 84 percent had not been awarded research funding; 20 percent felt part of campus life (student activities); 60 percent were under 31 years old, and 25 percent were between 31 and 38 years old; 58 percent responded that professors sometimes involved black students in their research projects and nearly 25 percent said this never happened; 51 percent reported that white students sometimes avoided interacting with them socially, and 34 percent said that this happened often. It is concluded that faculty relations, social isolation, and supportive services may be influential in black student success. (SW)

APSU: Woodward Library. Online Services Procedures.
Austin Peay State Univ., Clarksville, Tenn.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *College Libraries; Fees; Higher Education; Information Retrieval; *Online Systems; Policy; Recordkeeping; Records (Forms); *Reference Services
IDENTIFIERS- DIALOG; Library Procedures; Library Statistics

Intended for librarians familiar with basic online searching techniques and various vendor protocols, this manual describes and illustrates the policies, record-keeping, and forms used by the online services department of the Woodward Library at Austin Peay State University (APSU). Where specific examples are used, they are given with DIALOG command language. The manual contains seven sections: (1) definitions of online searching terminology; (2) a description of the types of searches generally performed; (3) an explanation of various online search forms and their usage; (4) a description of patron fees and charges; (5) an explanation of the criteria for patron-requested retrospective searches; (6) an outline of actual search routines, from the presearch interview to the collection of fees; and (7) a description of the administrative duties and responsibilities of the librarian in charge of online services. Nine sample online search forms are appended: a search history form, a search request questionnaire, a search log form, a DIALOG monthly invoice, a DIALOG search history sheet, a citation explanation page attached to online search results for patron use, a receipt for payment of online fees and charges, a patron notification form letter used when search results are available, and a sample quarterly report on online services use statistics. (ESR)

Children's Television Workshop. Quarterly Progress Report, July 30, 1982 to September 30, 1982.

Children's Television Workshop, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0955
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Childrens Television; Community Services; *Educational Television; *Foreign Countries; Merchandising; *Program Descriptions; Programing (Broadcast); Publicity; Public Relations; Resource Allocation; Safety Education; *Television Research
IDENTIFIERS- *Childrens Television Workshop NY; Electric Company; Sesame Street

The activities, research findings, and services of the Children's Television Workshop during a 3-month period are summarized. Research activities undertaken related to Sesame Street and staff meetings to disseminate that research are listed first; then, production completed or planned is outlined. Under community education services, the radio, press, and television coverage of the Sesame Street Fire Safety Project, future expansion of that project and the Electric Company Power Station Project in Mississippi are summarized. Efforts of the public affairs department are described, focusing on production of press materials for the fourteenth season of Sesame Street and the beginning of a media alert campaign drawing attention to the start of the new season and its innovative elements. Additional reports list staff changes, product activity (magazine publishing, domestic and foreign licensing of educational toys, games, books, records, and ancillary products), and financial status. The international division report charts countries where the Electric Company and Sesame Street were broadcast in English and in which Sesame Street was broadcast in one or more foreign language versions. (LMM)

ED 227 817 IR 010 182

Virgo, Julie A. C., Comp.; And Others
ACRL University Library Statistics, 1978-1979. A Compilation of Statistics from Ninety-Eight Non-ARL University Libraries.
Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 80
AVAILABLE FROM- Association of College and Research Libraries, 50 East Huron St., Chicago, IL 60611 ($5.00 for members; $7.50 for nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; Doctoral Degrees; Doctoral Programs; Enrollment; Higher Education; Interlibrary Loans; Library Collections; Library Expenditures; Library Personnel; Library Surveys; Microforms; Questionnaires; *Research Libraries; Tables (Data)
IDENTIFIERS- *Library Statistics

Based on the questionnaire used annually by the Association of Research Libraries (ARL), this publication is a compilation of 1978-79 statistics from 98 non-ARL libraries located in U.S. or Canadian universities. It is noted that each university is one designated as a research or doctorate-granting university by the Carnegie Commission on Higher Education. Statistics are presented by library for 22 variables covering collection size, interlibrary loan activity, expenditures, and personnel in full-time equivalents (FTE). Figures for the high, median, low, and total amounts of each variable for all libraries surveyed, and an analysis of the high, median, and low figures for 9 selected variables are given. Additionally a compilation of Ph.D. and enrollment statistics, an analysis of microform holdings by type of microform and size of collection, and rank order tables for 14 selected variables are provided. A sample copy of the study questionnaire and instructions for its use are included. (Author/ESR)

ED 227 803 HE 016 063

Department of Education Uncertain About Effectiveness of Its Special Services Program. Report to the Chairman, Committee on Labor and Human Resources, United States Senate.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO-HRD-83-13

PUB DATE- 12 Nov 82

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (free).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Accountability; *Ancillary School Services; College Programs; *Disadvantaged; Educational Objectives; Federal Government; *Federal Programs; Higher Education; Program Administration; *Program Effectiveness; Program Evaluation; Remedial Programs; Student Evaluation

IDENTIFIERS- *Department of Education; *Special Services for Disadvantaged Students

The U.S. Department of Education's (ED) Special Services for Disadvantaged Students program was reviewed during 1977-1980 using a sample of 11 grantee institutions. Attention was directed to the management of the program, whether program goals were being met, and progress of students in the program. The program's goal is to increase postsecondary retention and graduation rates of disadvantaged students. It is concluded that objectives of projects are not always consistent with the program goal, and ED has not adequately monitored projects to determine whether the goal or objectives have been met. Four of the 11 projects did not have objectives concerning student retention rates or academic achievement. Although a primary means of assessing project performance is site visits, in fiscal year 1980, ED visited only 24 of the 557 grantees. A second main measure of project performance is annual reporting, which did not compare actual performance with proposed objectives. Recommendations address the need for measurable objectives, visits to monitor the attainment of objectives, and reporting requirements. Appended materials identify the institutions that were reviewed, and include data on student tutoring and counseling services, along with a response to the review by ED. (SW)

ED 227 848 IR 050 139

Domangue, J. C.; Karbowski, S. A.
Predicting the Readability of FORTRAN Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Programs; Data Processing; *Programers; *Programing; *Programing Languages; *Readability Formulas
IDENTIFIERS- Debugging (Computers); *FORTRAN Programing Language

This paper reports the results of two studies of the readability of FORTRAN programs, i.e., the ease with which a programmer can read and analyze programs already written, particularly in the processes of maintenance and debugging. In the first study, low-level characteristics of 202 FORTRAN programs stored on the general-use UNIX systems at Bell Telephone Laboratories were analyzed to see how strongly they correlated with the number of lines of code in each program, i.e., the number of executable statements. Three measures were found to be relatively independent of lines of code: (1) statement length, defined as the total number of operators and operands divided by the number of executable statements; (2) module redundancy, defined as the degree to which the program uses subroutines and functions properly; and (3) average active variables, defined as the average number of variables that must be kept in mind while reading the program. The effects of these three variables on readability were assessed in the second study. In two different surveys of experienced programmers, they accounted for 66 percent and 72 percent of the variance in rated readability. The results must be considered tentative because the sample sizes involved are small. A list of seven references is provided. (Author/ESR)

ED 227 789 HE 016 038

Quay, Richard H.; Comp.
On the Nature of Higher Education as a Field of Study: A Bibliography of Lewis B. Mayhew. Public Administration Series: Bibliography P-1165.
Vance Bibliographies, Monticello, Ill.

REPORT NO.- ISBN-0-88066-435-5
PUB DATE- Mar 83
AVAILABLE FROM- Vance Bibliographies, Post Office Box 229, Monticello, IL 618856 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- College Curriculum; Education Work Relationship; *General Education; *Graduate Study; *Higher Education; *Postsecondary Education As a Field of Study; *Professional Education; *Undergraduate Study
IDENTIFIERS- *Mayhew (Lewis B)

A bibliography of approximately 90 materials authored, coauthored, or edited by Lewis B. Mayhew from 1950 to 1979 on the nature of higher education as a field of study is presented. Specific topics include: declining enrollments; academic and social goals and values; higher education, work, and the professions; graduate education; changing practices in education for the professions; institutional change; curriculum evaluation; undergraduate education; and general education. (SW)

ED 227 859   IR 050 154

Blood, Richard W.
Evaluation of Online Searches.
American Library Association, Chicago, IL. Machine Assisted Reference Section.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Information Retrieval; *Library Services; *Online Systems; *Program Evaluation; *Questionnaires; Records (Forms); *Reference Services; Relevance (Information Retrieval); User Satisfaction (Information)

Based on an analysis of online search evaluation forms collected from all types of U.S. libraries, and a pilot test of a draft evaluation form in selected federal research libraries, this report presents the work of the American Library Association's (ALA's) Machine-Assisted Reference Section (MARS) Committee on Measurement and Evaluation. The committee was concerned with the evaluation of searches conducted on commercially available systems such as DIALOG, ORBIT, and BRS. The report emphasizes the process of evaluating online services and the key importance of identifying clearly stated, measurable goals as the initial step in the evaluation process. Four major performance criteria--recall, relevance or precision, user effort, and response time--are identified as major evaluation criteria. The search evaluation form recommended by the MARS committee is appended. The design and use of this form and each of its 10 questions are discussed, as well as its place in an online search service's management information system. Questions ordinarily included on evaluation forms, but excluded from this recommended form, are also reviewed. Finally, the report considers sampling the users of online services, the analysis and interpretation of evaluation forms, and the implementation of modifications to online reference services based on users' evaluations. (Author/ESR)

ED 227 874 IR 050 195

Library Theory and Research Section. Round Table on Library History. Education and Research Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Archives; *Books; Foreign Countries; *History; Information Storage; *International Organizations; Library Administration; Library Associations; *Library Research; *Library Science; *Recordkeeping; Western Civilization
IDENTIFIERS- Library Administrative Records; Records Management; United Kingdom; USSR

Papers on theory and research in library history presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "The Future of the Library's Past: Library Administrative Records Preservation, Policy and Practice," a discussion by Paul Sturges (United Kingdom) of the need for library records preservation, current record preservation practices in British public libraries, the establishment of records policies and library archives, and the problem of preserving machine-readable records; (2) "Scientific Research in the History of Librarianship in the USSR," a description by K. I. Abramov (USSR) of the organization, major trends, and results of scientific research in the history of Soviet librarianship, with information on the study of Lenin's plans for library services and the preparation of specific monographs, collections of articles, and bibliographic indexes on the history of librarianship; (3) "The Book and the Library in Society: Methodology and Readership Studies in the Context of Library History," a discussion by K. W. Humphreys (United Kingdom) of the methodology and problems of studying the availability and the use of books in the history of Western civilization and the effect of their use on society. (ESR)

ED 227 888 JC 820 522

Groff, Warren H.
Utilizing Research and Development Products in Strategic Planning and Human Resource Development in the Computer Literate, High Technology, Information Society.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Planning; College Role; *Educational Planning; *Educational Research; *Human Resources; Institutional Research; *Organizational Development; Organizational Objectives; Social Change; Technological Advancement; Technological Literacy; Technology Transfer; Vocational Education

Stressing the importance of the relationship of vocational and technical education to the economy, this paper discusses how existing educational research and development (R&D) resources can assist in preparing for the computer literate, high technology, information society. After emphasizing the magnitude of the education and training industry, the paper explains that in the 1970's, educational institutions began adopting the concept of strategic planning to meet changing external demands. The next section examines the current transformation from a material-producing to an information-producing society, citing the impact of computerization on business and post-secondary education. Next, the components of the R&D dissemination network useful to occupational education is examined. A model is then presented for utilizing R&D products in strategic planning and human resource development (HRD). Important elements of strategic planning are identified as assessing opportunities and threats in the external environment, auditing the strengths and weaknesses of the organization's internal environment, and matching strengths with opportunities. Finally, the use of R&D products in pursuing the strategic options of improving program quality, meeting the needs of the new student clientele, participating in economic development and technology transfer, and undertaking comprehensive planning is emphasized, and examples are provided. Charts illustrating the paper's major points and a list of resources are included. (DAB)

ED 221 902 JC 830 123

Adams, Frank G.; And Others
Operator's Manual: A Guide for Securing Credentials for Training through Illinois Educational Institutions.
Lake County Coll., Grayslake, Ill.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Vocational Education; Community Colleges; Credentials; Degrees (Academic); *Educational Certificates; *Educational Cooperation; *Employment Programs; High Schools; *Job Training; Nonschool Educational Programs; Proprietary Schools; Two Year Colleges; *Vocational Education; Vocational Schools

This manual provides guidelines for setting up employment skills training activities for the chronically unemployed, focusing on the establishment of a system to provide credentials for training. Following introductory material on the types and characteristics of credentials and the steps in establishing linkages with appropriate organizations and agencies, the manual provides detailed information on training opportunities, accreditation procedures, and potential linkages for each of six educational sectors: community colleges, secondary schools, area vocational centers, adult education, proprietary schools, and community-based organizations. Each section contains: (1) an outline showing kinds of training opportunities available, credentials offered, and key contact persons/positions; (2) an explanation of each type of credential, why credit should be given, how credit is earned, and potential problems facing the program operator and suggested solutions; (3) an overview of training accreditation in programs such as career training, work experience, regular classroom training, work readiness, basic skills, alternative education programs, skill upgrading, English-as-a-Second-Language programs, and specific career training; and (4) recommendations for accrediting alternatives. Charts and graphs are included to explain the accreditation processes. (DAB)

ED 227 916 JC 830 152

Rasor, Richard A.; And Others
A Community College Instructional Program Evaluation Model Using a Mini-Accreditation Approach. Revised.
American River Coll., Sacramento, CA.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Programs; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Performance Factors; *Program Evaluation; *Self Evaluation (Groups); Two Year Colleges

American River College's (ARC's) model for evaluating instructional programs using a mini-accreditation approach is presented in this report. First, a rationale for program evaluation is provided, focusing on its role in future planning, improving existing programs, accounting for expenditures, and self-validation. Next, program evaluation is defined as a process for judging the extent to which a program has succeeded in achieving intended goals; and the essential characteristics of a scientific approach to program review are outlined. After specifying limitations of existing approaches (e.g., their subjectivity, quantitative nature, and association with program cutbacks), the paper outlines the main features of ARC's self-evaluation model, including: (1) the person with primary responsibility for evaluation--normally the dean of instruction; (2) the unit to be evaluated--a department, program or academic field; (3) the frequency of evaluation--once every 3 to 4 years; (4) the departmental self-evaluation--a process which includes definition of goals, measurement of goal attainment through data collection, and development of a self-evaluation report; and (5) evaluation by an outside team--an effort which involves validation of the self-evaluation report and production of a report summarizing the department's strengths, weaknesses, and directions for the future. Finally, alternative models for evaluation team membership are presented. Optional and required criteria for program evaluation are listed in an appendix. (HB)

ED 227 963 PS 013 452

Pellegrini, Anthony D.
The Effects of Classroom Ecology on Preschoolers' Uses of Functions of Language.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Child Language; *Classroom Environment; Dramatic Play; *Ecological Factors; *Learning Centers (Classroom); Preschool Children; Preschool Education; *Pretend Play; *Verbal Communication
IDENTIFIERS- Blocks; Social Interaction

Two studies were conducted to determine the effects of specific learning centers on preschoolers' functional uses of language. It was hypothesized (1) that different centers would elicit different functions of language and (2) that contexts which promote fantasy play would elicit more multifunctional utterances than would other contexts. In the first study, preschoolers in three separate same-age classrooms (2-, 3-, and 4-year-olds) were observed on a time-sampling schedule during free play over a period of 4 weeks. Preschoolers' individual utterances were coded as serving either one or more than one function. Housekeeping and block centers tended to elicit most individual and multifunctional utterances. Fantasy play and social interaction among children in these centers were thought to be responsible for this mature use of language. In the second study, same-age and same-sex dyads from two age groups (4- and 5-year-olds) were observed in experimental settings while playing with either blocks or dramatic props. Both contexts elicited a predominance of imaginative language, although dramatic props elicited more imaginative language than blocks. With age, children generated more individual functions and multifunctional utterances. In general, results suggest that different learning centers typically used in preschool classrooms elicit very different functions of language. (RH)

Spodek, Bernard; And Others
Early Childhood Teacher Education and Certification.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Early Childhood Education; Educational Change; *Field Experience Programs; National Surveys; Questionnaires; *Teacher Certification; *Teacher Education

A 23-item questionnaire was mailed to teacher education institutions in the United States that offer programs to prepare early childhood teachers. The questionnaire surveyed the institutions' early childhood teacher education programs, their relationship to state teacher certification requirements, and the nature of the programs' field experiences. A total of 497 questionnaires were distributed. Of these, 202 were returned from institutions located in 47 states, the District of Columbia, Guam, and Puerto Rico. The frequency of responses for each item was tallied and analyzed. Items requiring open-ended responses were considered according to a content analysis procedure suggested by Krippendorff (1980). Results are reported and discussed, and an address is provided for those wishing to obtain copies of the questionnaire. (RH)

ED 227 930 PS 013 107

Moreno, Steve
Family Health. La Salud de la Familia.
PUB DATE- 81
AVAILABLE FROM- Moreno Educational Company, P.O. Box 19329, San Diego, CA 92119 (Each booklet, $0.95; discount on quantity orders).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Child Rearing; Dental Health; Early Childhood Education; *Family Health; Guidelines; Immunization Programs; *Nutrition; *Parent Education; *Parent Materials; *Stress Variables
IDENTIFIERS- *Parenting

These three booklets on family and child health are part of a series of 22 booklets specifically designed to help parents understand their children and help them to learn. "The Effects of Stress on Parents and Family Life" (booklet #17), covers issues such as causes and effects of stress, stress and our modern society, and coping with stress. In "Childhood Immunization and Dental Care" (booklet #14), the importance of early childhood immunization and dental care is explained with reference to common childhood diseases. "Nutrition and the Health of Your Family" (booklet #15) discusses the essential food groups, do's and don'ts, diet and exercise, individuals with special nutrition needs, and nutrition for infants and children ages 5 to 18. The booklets are written with the same text in both English and Spanish, are easy to read, and include illustrations. (MP)

ED 227 964 PS 013 453

Pellegrini, A. D.

The Effect of Dramatic Play on Children's Generation of Cohesive Text.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; Discussion; *Dramatic Play; *Elementary School Students; Freehand Drawing; *Kindergarten Children; Oral Language; Primary Education; *Recall (Psychology); Story Telling; *Verbal Ability

The extent to which children's cohesive oral text varied as a function of listener status and the extent to which children could be trained to generate decontextualized oral text was examined in a study of children in kindergarten through second grade. Independent variables were children's age; exposure to a play, discussion, or drawing condition; and the naive or informed status of the audience to which a story was retold. The dependent measure consisted of individual children's oral texts, generated on a recall task. Recall was scored for cohesion according to endophoric or exophoric reference and ellipsis. Endophorics are defined as linguistically encoded ties between the presupposed element and the presupposing element (e.g., "John's here. He'll leave later."). Exophorics rely on context or unencoded assumptions to convey meaning (e.g., the statement "It's nice," when "it" is defined by the speaker's pointing to an object). Reference is composed of three subcategories: pronominals, demonstratives, and comparatives. Ellipsis is also composed of three subcategories: nominal, verbal, and causal ellipsis. Children assigned to same-age groups of four were read children's books on three occasions. Following the readings, subjects were exposed to their respective treatments, then were asked to retell the story to a naive or informed listener. Results supported the proposition that children's register is affected by participants in discourse. Additionally, dramatic play appeared to be a context within which children learn to put meaning into words. (RH)

ED 227 947 PS 013 428

Sawyer, Walter E.; Sawyer, Jean
Public Versus Private Schooling: Are Student Differences a Cause or Effect?
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classification; Comparative Analysis; Educational Vouchers; *Kindergarten Children; Learning Readiness; *Memory; *Parent Participation; Private Schools; *Psychomotor Skills; Public Schools; *Receptive Language; Tax Credits

In 1981, James Coleman reported results of a study indicating that private schools were superior to public schools. He claimed that supporting private schools through tax credits or vouchers was in the interest of society. To explore the possibility that differences attributed to schools might be due to differences in student skills, motivation, and parental support, a study investigated the background children bring to public and private kindergarten classrooms. The sample consisted of 90 children entering kindergarten. Variables considered included verbal and numerical memory, fine and gross motor skills, basic concepts, a composite of these five abilities, and receptive language. Six months prior to assessment, all subjects and their families were given the opportunity to participate in a parent-administered skills program. Results indicated that at the kindergarten level, private school students possessed readiness skills superior to those of public school students in the areas of verbal and numerical memory and receptive language. Further, parents of private school students involved themselves in their children's education significantly more than did the parents of public school children. It was concluded that Coleman's claim of private school superiority may not be valid and that, if invalid, support for tax credits or vouchers may be irrelevant. (RH)

ED 227 931 PS 013 108

Moreno, Steve

Parenting Information: Drugs. Informacion Para los Padres: Sobre las Drojas.

PUB DATE- 81

AVAILABLE FROM- Moreno Educational Company, P.O. Box 19329, San Diego, CA 92119 (Each booklet, $0.95; discount on quantity orders).

LANGUAGE- English; Spanish

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- Adolescents; Child Rearing; Children; *Drug Abuse; *Drug Education; Guidelines; Parent Education

IDENTIFIERS- *Parenting

These two booklets provide basic information about drugs and drug abuse and are part of a series of 22 booklets, designed specifically to help parents understand their children and help them to learn. "Let's Talk about Drug Abuse," (booklet #18), reviews foreign substances or drugs young people are often exposed to (i.e., tobacco, alcohol, hallucinogens, PCP, and cocaine) and describes how their usage can affect one's future. "Parents--Learn about Drugs" (booklet #5), specifies the various kinds of drugs (i.e., glue, pills, marijuana, LSD, and heroin) and pinpoints their potential damage to the body and to the mind. The booklets are written with the same text in both English and Spanish, are easy to read, and include illustrations. (MP)

ED 228 039 SE 040 913

Zamm, Michael; Samuel, Barry C.
Energy Conservation Education. An Action Approach. Grades 4-9.
Council on the Environment of New York City, N.Y.
SPONS. AGENCY- New York State Energy Office, Albany.
PUB DATE- 83
AVAILABLE FROM- New York State Energy Office, Office of Communications, Two Rockefeller Plaza, Albany, NY 12223 (free upon written request).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Exploration; *Conservation Education; *Electricity; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Lighting; *Power Technology; *Solar Energy
IDENTIFIERS- Alternative Energy Sources; *Energy Education

Seventeen lessons are provided in this curriculum designed to involve students (grades 4-9) in energy conservation. The lessons are presented in four parts. The three lessons in part I are intended to give students a preliminary conceptual framework for energy conservation and to motivate them to participate in the conservation-action projects which follow. Part II consists of one lesson, an electricity conservation project for the classroom. Students sharpen mathematical skills while learning how much electricity daily classroom lighting consumes and how much could be saved by reducing lighting. The three lessons in part III take the student's lessons in the classroom electricity project and enrich them with experiences in the school building, neighborhood, and home. The remaining 10 lessons and activities in part IV are meant to directly or indirectly reinforce the attitudes, actions, and concepts developed in the first three parts of the curriculum, but which can stand alone as meaningful educational activities. Topics include electricity, energy forms/conservation, alternative energy models, energy careers, and the history of energy. Although the curriculum is basically geared for grades 4-9, teachers of early childhood and high school grade levels will also find specific lessons or experiences adaptable to their classes. (JN)

ED 228 024 RC 013 991

Doeksen, Gerald A.; And Others

Community Impact Models--A Research and Extension Challenge.

PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Agents; Community Change; *Community Planning; Economic Development; *Extension Agents; Industry; *Models; Natural Resources; Rural Areas; *Rural Development; School Districts; *Urban to Rural Migration
IDENTIFIERS- Boomtowns; *Impact

Extension personnel can aid rural decision makers with impacts felt from rapid growth in their communities via a locally applicable community impact model. This paper illustrates how extension professionals can utilize community impact models. Impact models reviewed include: model to measure the impact of new industry on rural communities in Oklahoma, which provides results of private impacts, public sector impacts, and school district impacts; a computer model that is designed to describe the impacts of locating large power plants near small, isolated communities; a Florida impact model which is an ex ante evaluation of the impacts of community growth; a North Dakota model designed specifically to measure the impact of energy developments; and the Oklahoma State University (OSU) community impact model, which contains all the components extension agents feel are needed to be useful, i.e., it's dynamic, community specific, and easy to adapt to each community. Although the report provides a brief review of impact models, a wide range of methodologies exist. It suggests that developing new and innovative methodologies is necessary to continually improve the models used, and that adaptation of existing models provides additional checks on model validity. (AH)

ED 228 009 RC 013 970

Fasthorse, Lydia; And Others

Our Community -- Today and Yesterday. Book One. Language Arts Supplement (Nihil Hahoodzodoo -- Diijiidi doo Adaadaa. Naaltsoos T'aala'i Gone Yits'iligii). Fourth Grade Navajo Bilingual-Bicultural Curriculum.

Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-936008-07-5.
PUB DATE- 83
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock Demonstration School, Star Route One, Rough Rock, AZ 86503 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Education; *Community Characteristics; Community Influence; *Creative Writing; *Environmental Influences; Grade 4; Human Resources; Instructional Materials; Intermediate Grades; *Language Arts; Learning Activities; Local History; Natural Resources; *Social Studies; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Arizona (Rough Rock); Navajo (Nation)

Designed to supplement book 1 of the Rough Rock fourth grade Navajo social studies program, the language arts supplement parallels the social studies lessons for each chapter of the student text. The lessons presented stress creative writing skills allowing the students to use their imagination and freely express ideas and feelings, creating a classroom atmosphere in which ideas can be verbalized and shared. Each lesson includes the following information: purpose, skills to be developed, objectives to be achieved, materials needed, suggested time, and teaching strategies and activities. The guide is designed so that activities can be conducted in Navajo or English; however, using a uniform, consistent linguistic approach throughout the course of study is recommended. Topics of the five lessons presented are: our community (Rough Rock), four elements we need, weather and our community, the land we live on, and people and our community. (ERB)

Kelly, Sylvia; Nye, Donna

YOURS (Youth Opportunities and Umpteen Reasons for School)! A Guidebook for Out-of-School Youth and Their Parents Focusing on Alternative Secondary, Post-Secondary Programs and Financial Assistance.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

SPONS. AGENCY- New York State Dept. of Labor, Albany. CETA Operations Div.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Academic Persistence; College Students; *Dropouts; *High School Equivalency Programs; High School Students; *Migrant Education; *Migrant Programs; *Migrant Youth; Nontraditional Education; Parent Student Relationship; Postsecondary Education; Secondary Education; Student Financial Aid; *Work Experience Programs
IDENTIFIERS- College Assistance Migrant Program; Florida Farmworkers Residential Training Center; General Educational Development Tests; Job Corps; Project CHOICE

This guide for migrant farmworker youth was based on the experiences of the BOCES Geneseo Migrant Center's Project CHOICE (Comprehensive Help on Individualized Career Education) whose main thrust was to work with migrant out-of-school youth to encourage and assist them in continuing their education. The larger portion of YOURS addresses students and describes those programs most utilized by CHOICE youth. Two cartoon characters, Bubba and Roberto, engage in dialogue centering around Bubba's decision to drop out of school and Roberto's arguments on why and how Bubba should finish his schooling. Topics covered include: reasons to drop out and reasons not to drop out, the GED (General Education Development) test, Job Corps, the FFRTC (Florida Farmworkers Residential Training Center), HEP (High School Equivalency Program) and CAMP (College Assistance Migrant Program), and the Joseph Mattera National Scholarship Fund for Migrant Children. The guide's parent portion features Roberto's father and Bubba's mother whose dialogue addresses what parents can do to help to instill an appreciation for education in their children and to solve their children's school problems. Florida's Learn and Earn Program is also discussed as an alternative to dropping out. Sources for information on specific programs are provided. (BRR)

ED 227 980 RC 013 935

Burnaby, Barbara; And Others
Northern Native Languages Project. Final Report.
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; *Canada Natives; Elementary Secondary Education; *English (Second Language); *Language Experience Approach; *Language of Instruction; *Native Language Instruction; *Teacher Qualifications
IDENTIFIERS- Northern Native Language Project; *Ontario

The Northern Native Language Project was constituted in June 1979 to produce a report which would present information on the present situation regarding language education schools in the project area of Ontario (James Bay, Nakina, and Sioux Lookout) and to make recommendations concerning appropriate action for the future. The introduction of the report describes activities of the Project, provides a map of the project area, and outlines the project's implementation. Part I addresses general observations made from community visits, potential programs, basic strategies and questions regarding language for communities to consider. Part II looks at English medium courses and English as a Second Language (ESL) programs. General observations pertaining to Native language arts programs for English medium schools is presented in Part III. Part IV is concerned with using the Native language as a medium of teaching courses. Part V describes present qualifications of teaching personnel in northern schools and surveys what kind of training is available. Appendices containing ESL Programs and activity books, a summary of Northern Native Language survey, Native language instructor's pay grid, and programs for teachers of Native language enrichment and literacy conclude the document. (ERB)

ED 227 860 IR 050 155

Forming a Consumer Advisory Committee.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- 12 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Advisory Committees; Guidelines; *Library Services; Meetings; *Physical Disabilities; *Public Libraries; *Visual Impairments
IDENTIFIERS- *Bylaws; *Library Users; Minutes of Meetings; Parliamentary Procedures

This publication contains guidelines for the formation of consumer advisory committees to aid in the improvement of library services to blind and physically handicapped individuals. The purpose, justification, and composition of such committees are reviewed, as well as the tasks of organizing the committee's first meeting and providing transportation to committee meetings. A typical agenda for a consumer advisory meeting and a suggested format for keeping the minutes of each meeting are also provided, followed by a sample set of bylaws intended to be used as a framework when designing a document to meet a committee's specific needs. Suggested bylaws cover the following articles: committee's name, purpose, members, officers, meetings, subcommittees, parliamentary authority, and the means for amending the bylaws. Two appendices provide names and addresses of four nationwide organizations of blind and physically handicapped individuals and a list of four books on parliamentary procedure. (ESR)

ED 227 875 IR 050 196

Theory and Research Section. Education and Research Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Definitions; *Exhibits; Foreign Countries; Information Dissemination; *Information Networks; *International Organizations; Library Associations; *Library Circulation; Library Materials; *Library Research; *Library Science; Policy; Records (Forms)
IDENTIFIERS- Europe (East); Europe (West); Library Legislation

Papers on research in library science and the exhibition of library materials which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Terminological Problems of Networks," a discussion by Helena Kolarova Palkova of the meaning of "library networks" and "methodological work" in Socialist and Western librarianship, with a description of the structure of Socialist library research networks; (2) "Networks in Library Research: The Present State of Communication Between Research Workers" by Patricia Layzell Ward (United Kingdom), which lists existing networks in library research and considers whether research workers are able to communicate within and across national boundaries; (3) "A Working Group on Exhibitions. What For?," an examination by M. T. Varlamoff (France) of the reasons for creating an IFLA working group on exhibitions, and the material, technical, and administrative problems related to exhibitions; and (4) "Loan Items for Exhibitions," a translation from German of a manual of legally-binding regulations covering the lending of items for exhibitions from the Bavarian State Library, including sample loan application and contract forms, and a description of the development and adoption of the regulations. (ESR)

ED 227 889 JC 830 083

Nichols, Donald D.; Stuart, William H.
In Praise of Fewer Administrators.
PUB DATE- 83
LANGUAGE--English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Policy; *Administrators; Change Strategies; *College Administration; Community Colleges; *Organizational Change; Personnel Policy; *Reduction in Force; *Retrenchment; Two Year Colleges

In response to increasing financial pressures, Oakland Community College instituted a policy in the 1970s to reduce the number of college administrators as a means of saving staff costs. While student enrollments increased from 11,700 in 1970 to 24,000 in 1980, the number of administrators fell from 84 to 32. This reduction was realized through the consolidation of job functions, a commitment not to fill jobs which were vacated, and a policy of eliminating services to the college and community that could not be justified financially. This policy, termed rational retrenchment, can be successfully implemented at other colleges if certain measures are taken, for example: (1) presidential and top-level leadership must formulate a rational plan of reduction; (2) a communication network within the institution must incorporate multiple means of informing staff of changes; (3) a strong, efficient, and effective personnel office must be developed to coordinate changes; (4) for larger institutions, a comprehensive computer services department is essential; (5) a training plan for utilizing support staff in positions previously held by administrators should be developed; and (6) an atmosphere should be created for promoting change in a climate of trust and openness. The element that should be guarded against in a policy of rational retrenchment is "leader burnout" arising from overwork. This can be minimized if executive leaders monitor their colleagues' welfare on a regular basis. (HB)

ED 227 861 IR 050 156

Freezing Card Catalogs.
Association of Research Libraries, Washington, D.C.
PUB DATE- 22 Jun 78
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Libraries; *Card Catalogs; Change Strategies; Higher Education; Library Administration; Library Automation; *Library Catalogs; *Library Planning; *Online Systems; Postsecondary Education; *Research Libraries
IDENTIFIERS- Anglo American Cataloging Rules; *Machine Readable Cataloging

The four papers included in this publication provide an overview of the movement toward computer-based alternatives to library card catalogs. Three of the papers were presented at the 1978 Association of Research Libraries (ARL) membership meeting; the fourth provides an introduction to the volume. The introductory paper, by Richard Dougherty, describes the results of an informal survey of directors of ARL libraries, which asked whether they had decided to close their card catalogs and adopt the Anglo-American Cataloging Rules II (AACR II), what transitional planning had been accomplished, whether resistance was anticipated, and what strategies would be employed to gain support from campus administrators. Joseph Rosenthal's paper also reviews planning from a managerial perspective. He considers the use of computer output microform (COM) catalogs, authority control systems, and completely machine-readable files. An appendix to Rosenthal's paper provides an example of a 1977 planning document from the University of California at Berkeley. The third paper, by Robert H. Blackburn, describes experiences at the University of Toronto, where the main card catalog was closed twice, once in 1959 and again in 1975. Finally, H. William Axford considers the implications for ARL directors of freezing the Library of Congress (LC) catalogs, particularly in regard to reactions from faculty and library staff. (ESR)

ED 227 876 IR 050 197

Library Buildings Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Libraries; *Architects; *Building Design; Developing Nations; Flexible Facilities; Foreign Countries; *International Organizations; Library Associations; *Library Facilities; *Library Networks; *Library Planning; Space Utilization; Spatial Relationship (Facilities)
IDENTIFIERS- Building Consultants; Canada; China

Papers on library architecture, which were presented at the 1982 International Federation of Library Associations (IFLA) conference focus on the effect of library networks on library design. Topics include: (1) "Some Problems in Designing of the University Library Buildings in China: A Developing Country University Librarian's View Based on His Own Experience," a discussion by Zhu Chenggong (People's Republic of China) of library facilities at the Tsing Hua (Qing Hua) University Library, located in Peking, and the need for comparison with library building design in other countries, flexibility in library space design, and cooperation between librarians and architects in designing libraries; (2) "Library Buildings in the Network Context: A Canadian Architect's Perspective" by Michael G. Werleman (Canada), which considers the responsibilities of librarians, library building consultants, and architects in library building design, and gives an example of flexible space design for a mixed-use building at Concordia University which will contain both library and non-library space; and (3) "Library Buildings in the Network Context," a discussion by Margaret Beckman (Canada) of the implications of changing information technologies and increasing library network participation on library collection space and access, staff space and organization, user needs, changing library functions and functional relationships, and mechanical/electrical/structural considerations in building design. (ESR)

ED 227 890 JC 830 091

Hirst, Walter Allen; Bailey, Gerald D.
A Study to Identify Effective Classroom Teaching Competencies for Community College Faculty.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Faculty; College Instruction; Community Colleges; *Course Content; Questionnaires; *Self Evaluation (Individuals); *Student Behavior; Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teaching Methods; Teaching Skills; Teaching Styles; Two Year Colleges
IDENTIFIERS- *Kansas

A study was conducted to determine the perceptions of community college teachers in Kansas of the competencies required for effective teaching. Questionnaires were sent to a random sample of 225 full-time instructors at 19 Kansas community colleges soliciting faculty opinions of the importance of 70 teaching competencies, organized into categories dealing with course content, instructional method, instructor behavior, and student behavior, and asking them to indicate the extent to which they employed these competencies in the classroom. Study findings, based on an evaluation of each competency on a scale ranging from "highly important" to "not important," revealed: (1) 16 competencies were rated as "highly important," including 7 related to instructor behavior, 6 to course content, and 3 to student behavior; (2) the top renked competencies were communicating respect for each student, conveying interest in the subject and its importance, and informing students of expectations at the start of the semester; and (3) discrepancies were found in instructors' ratings of the importance of 32 items in contrast to their use of the items (which involved respect and concern for students, practice of verbal techniques, use of questioning techniques, and use of set and closure techniques in the classroom). The implications of the study and the questionnaire are included in the report. (HB)

ED 227 862   IR 050 157

Danky, James P., Ed.
Genealogical Research. An Introduction to the Resources of the State Historical Society of Wisconsin.
Wisconsin State Historical Society, Madison.
REPORT NO.- ISBN-0-87020-180-8
PUB DATE- 82
AVAILABLE FROM- State Historical Society of Wisconsin, 816 State St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Archives; Case Studies; Information Sources; Library Collections; Local History; *Maps; Records (Forms); Research Tools; *Special Libraries; *State History
IDENTIFIERS- Family History; *Genealogy; *Wisconsin

Originally prepared for and delivered at a 1978 workshop about the resources of the State Historical Society of Wisconsin, the four essays in this pamphlet provide a series of guides to the archives, maps, printed materials, and other sources of genealogical data located in the State Historical Society of Wisconsin. All four essays were written by staff members of the society. James L. Hansen reviews the resources of the historical society library, while Joanne E. Hohler describes the Wisconsin state archives. The use of maps and other cartographic records in genealogical research is described by Michael J. Fox. Finally, John O. Holzhueter describes two case studies where genealogical research on his part solved the 1855 kidnapping of Caspar Partridge, a Menominee Indian boy, and located a rare photograph of an early black civil rights leader, Ezekiel Gillespie. An introduction contains basic information about the historical society including details of its location, opening hours, parking facilities, and photocopying services; a brief description of the authors of the essays; and an index to the pamphlet. (Author/ESR)

ED 227 877 IR 050 198

Regional Activities Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Developing Nations; Foreign Countries; Government (Administrative Body); Information Centers; *Information Services; Information Systems; *International Organizations; *Library Associations; *Library Networks; Telecommunications
IDENTIFIERS- Brazil; Canada; Information Technology; Japan; Malaysia; Sweden

Papers on library network activities in Canada, the Third World, Japan, Malaysia, Brazil, and Sweden which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Canada: A Voluntary and Flexible Network," a review by Guy Sylvestre of the political, social, and economic structures affecting library network development; (2) "Regional and Sub-Regional Clearing Houses for Library Activities in the Third World," a discussion by S. P. C. N'Jie and J. A. Dosunmu of the benefits, functions, organization, and management of proposed clearinghouses for library activities in the developing countries; (3) "(The) Present Status and Problems of Library Service Networks in Japan," a description by Madoko Kon of Japanese public, school, academic, special and medical library network activities; (4) "A Preliminary Approach to Library Networking in Malaysia," a report by D. E. K. Wijasuriya and A. Leong on the communications infrastructure of Malaysia and its library network organization and services; (5) "Information in Brazil: Diagnosis" by Aristeu Goncalves de Melo, which discusses information as an instrument of development and describes information services in the Brazilian House of Representatives; and (6) "Library Associations on the Move: Some Ideas from the Swedish Library Association (SAB)" by Margareta Torngren, which proposes the formation of an IFLA Round Table for Library Associations. (ESR)

ED 227 891 JC 830 092

Ellison, Nolen M.
BICCC: An Important Community College Initiative.
PUB DATE- 24 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Role; *Community Colleges; *Community Coordination; Cooperative Planning; *Economic Development; Employment Programs; *Government School Relationship; Human Resources; Job Training; *Labor Force Development; Retraining; *School Business Relationship; Two Year Colleges

Two-year colleges, business, government, and labor together can ensure the availability of responsive, high quality job training and retraining as an essential element in the nation's economic revitalization. Although several national initiatives have set the stage for local business-college-labor cooperation, both nationally and locally, there is little coordination or comprehensive planning among the many separate employment and training activities and, especially at the local level, almost never a total match of resources and need. Recent events, however, provide an important opportunity to realize more comprehensive planning and coordination between colleges and business. These include the passage of the Job Training Partnership Act, which expands the role of government and Private Industry Councils (PIC's), and the efforts of the American Association of Community and Junior College's BICCC (Business Industry Community College Coalition) concept and its Putting America Back to Work Project which provides practical support and information on current public-private activities. As college administrators plan and establish such ventures, they should employ techniques such as environmental scanning and organizational network analysis in order to tailor their efforts to the community. For example, if strong PIC's exist in the community, the colleges should play a supportive role; however, if the PIC's are unable to do so, the community college must assume a community-wide coordinative and planning role. (DAB)

ED 227 863 IR 050 158

Studdiford, Abigail
Historical Review of Projects Funded under Title II-C of the Higher Education Act of 1965: Strengthening Research Library Resources, 1978-1981.
Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Cataloging; Charts; *Federal Programs; *Grants; Graphs; Higher Education; Information Dissemination; Library Acquisition; Library Collections; Preservation; *Program Descriptions; Program Effectiveness; Program Evaluation; *Research Libraries; Tables (Data)
IDENTIFIERS- *Higher Education Act Title II

Based on information in Department of Education files and further comments from former project directors, this historical review of projects funded from fiscal years 1978 to 1981 under Title II-C of the Higher Education Act (HEA II-C) of 1965, as amended in 1976, looks at projects in collection development, preservation and conservation of major research library resources, and coordinated bibliographic control of serials and monographs. The need for nationwide bibliographic access to research library resources, the objectives and achievements of funded HEA II-C projects, and the mechanics of the HEA II-C program are described. It is recommended that future HEA II-C funding should support innovative demonstration projects which use new techniques to facilitate the information cycle, specifically to expose the research community to library resources and to disseminate information through alternative communication channels. Appendices consist of a summary of individual project achievements, sample scoring instruments for ranking project achievements, a list of the highest ranked scores by project by year, details of individual project budgets, the 1979-80 Association of Research Libraries (ARL) Library Index, and sample project analysis forms. A 48-item bibliography and 19 tables, charts, and graphs are provided. (ESR)

ED 227 878 IR 050 199

Hospital Patients and Handicapped Readers Section and Round Table of Libraries for the Blind. Libraries Serving the General Public Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bibliographies; Biographies; *Deafness; Foreign Countries; Health Education; *Hospital Libraries; *International Organizations; Library Acquisition; Library Associations; *Library Networks; *Library Services; Patient Education; Physical Disabilities; Public Libraries; Recreational Activities; Special Libraries; Talking Books; *Visual Impairments
IDENTIFIERS- Canada; Denmark; France; Japan

Papers on hospital and health libraries and library services to the blind and deaf which were presented at the 1982 International Federation of Library Associations conference include: (1) "Leisure Pursuits of the Blind" by Antun Lastric (Yugoslavia); (2) "Library Services for the Handicapped in Canada: An Overview" by Francoise Hebert (Canada); (3) "International Exchange," a description by Peter Ditz (South Africa) of a proposed international library cooperative acquisition and exchange program for talking books; (4) "The Deaf Patron and the Library" by Karen Ann Hopkins (United States); (5) "Public Library Services for the Blind and Weak-Sighted from a Central Library Point of View" by Winnie Vitzansky (Denmark); (6) "Work on Bio-Bibliographical Index 'The Blind in Life and Work'," a progress report by D. S. Zharkov (USSR) on the production of an international reference work; (7) "Recent Advances in Library Service for the Print-Handicapped in Japan" by Hiroshi Kawamura (Japan); (8) "Patient Education and Health Outcomes: Implications for Library Service" by J. G. Marshall and R. B. Haynes (Canada); (9) "Hospital Library Networks in Paris: Organisation and Future Prospects" by Mme Rappaport (France); and (10) "From Hospital to Home: Perspectives in Healthy Living," a discussion by M. A. Flower (Canada) of the role of health libraries in health education. (ESR)

ED 227 892 JC 830 103

McClenney, Byron N.; Moore, Kay M.

Long-Range Strategic Planning for the Alamo Community College District. Position Papers.

Alamo Community Coll. District, San Antonio, TX.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Advisory Committees; College Faculty; *College Planning; Community Colleges; *Educational Finance; *Educational Objectives; Enrollment Projections; Enrollment Trends; *Institutional Characteristics; *Long Range Planning; Organizational Objectives; Population Trends; School Demography; Two Year Colleges; Two Year College Students

Prepared for use in long-range planning in the Alamo Community College District (ACCD), this report presents an overview of the District and position papers containing data and interpretive discussion on five planning concerns. Following an overview of ACCD enrollments, personnel, and finances, the first position paper outlines population characteristics and trends in Bexar County and the ACCD and contrasts their growth. District enrollment potentials are assessed in the second paper, which reviews five-year enrollment trends, senior institution/community college enrollment ratios, and projections for the future. The third paper examines community priorities in the areas of skill development, economic growth, quality of life, and equitable distribution of job growth skills, and discusses their implications for education. The fourth paper looks at the present status of ACCD finances, covering the 1982-83 budget, local tax support, fund balances, and space and physical plant, and considers strategies and alternatives for funding policies. The fifth paper presents demographic data on students and faculty, and addresses strategic planning issues related to these groups. The final summary paper assesses the status of the community and the ACCD and discusses implications and emerging issues. Each paper is followed by a form to be used by the Community Advisory Council in responding and adding to the papers. Those for the first three papers are completed and summarized. (DAB)

ED 227 790 HE 016 039

Washington State Higher Education Enrollment Forecasts for 1983-85 Biennium Budget.

Washington State Office of Financial Management, Olympia.

PUB DATE- Jan 83

AVAILABLE FROM- Washington State Office of Financial Management, Olympia, WA

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTIONS- College Credits; College Freshmen; *College Students; *Community Colleges; Enrollment Projections; *Enrollment Trends; Higher Education; Private Colleges; *State Colleges; Summer Schools

IDENTIFIERS- *Washington

Fall 1982 higher education enrollment data for Washington State and 1983-1985 biennial enrollment targets are presented. In addition to providing enrollment data on the community college and four-year college systems, separate data are presented for each four-year institution. Data tables compare headcount forecasts, actual and contracted student credit hours, headcount enrollment, summer school enrollment, community college enrollment, and private college enrollments. Highlights include the following: fall 1982 headcount enrollment for the four-year system was 77,697 (a decrease of 1,943 from fall 1981); the four-year college freshmen for fall 1982 (16,997) represented the smallest freshmen class since fall 1976; the four-year college system's total number of transfers from the community colleges declined from 4,795 in fall 1980 to 4,154 in fall 1982; the number of high school graduates entering four-year institutions declined from 8,675 in fall 1980 to 8,525 in fall 1982; the four-year systemwide spring-to-fall retention rate rose from about 63 to 69 percent from fall 1976 through fall 1982; the 1982-1983 community college estimated full-time equivalent enrollment was 80,835; and the 1983-1985 biennium budget is lower than the 1981-1983 level due to fiscal constraints. (SW)

ED 227 804 HE 016 064

Noel, Lee, Ed.; Levitz, Randi, Ed.
How to Succeed with Academically Underprepared Students: A Catalog of Successful Practices.
American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.
PUB DATE- 82
AVAILABLE FROM- The American College Testing Program, Publications, P.O. Box 168, 2201 North Dodge, Iowa City, IA 52243 ($14.00 per copy; $10.50 per copy for 6 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Advising; Ancillary School Services; *Basic Skills; *College Freshmen; *Developmental Studies Programs; Educational Diagnosis; *Educationally Disadvantaged; Higher Education; Potential Dropouts; Program Design; Questionnaires; Remedial Programs; Success; Summer Programs

Program descriptions, articles, an annotated bibliography, and a survey report on programs and services for students who are underprepared for college work as freshmen are presented. The survey report considers program design and delivery strategies at about 300 colleges, and the program descriptions concern: advising, basic skills instruction and support, computer systems, counseling, learning disabilities, orientation advising, program communications and evaluation, special admit, training and materials, and tutoring. Finally, eight articles on reaching and retaining underprepared students are presented: "Expectations vs. Reality: The Argument for Quality Developmental Education" (David Shroyer); "Supplemental Instruction--A Model for Increasing Student Performance and Persistence" (Deanna Martin, et al.); "Developing Basic Skills through a Learning Center Summer Program (William Collins); "Intrusive Advising" (Edmund Haughey); "A Metacurriculum for Remediating Deficits in Learning Strategies of Academically Underprepared Students" (Claire Weinstein); "Team-Teaching the Basic Skills" (Joseph McCadden); "Generating Faculty Support for Basic Skills" (Michael Strada); and "Myers-Briggs Type Indicator: A Key to Diagnosing Learning Behaviors in High-Risk College Students" (Janice Nisbet, et al.). (SW)

ED 227 818 IR 010 593

O'Loughlin, Michael; White, Mary Alice

Improving Teaching on Television: The Utility of Direct Instructional Principles.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Television; *Instructional Design; *Instructional Improvement; Intermediate Grades; Science Instruction; *Teaching Methods; *Teaching Models; Television Research; Television Viewing
IDENTIFIERS- *Direct Instruction

To examine the influences of direct instructional principles on student learning, this study compared the results of using two different versions of an instructional television program. One version consisted of a randomly-selected ITV science program from the Educational Broadcasting Corporation's science series, "Odyssey," while the second version was a revision of the original program in which the commentary had been altered to conform more closely to the principles of direct instruction. These principles include (1) provision of clear goals; (2) extensive content coverage; (3) easy-to-difficult sequencing; (4) reviews; and (5) cues for attention-focusing. Subjects were 283 children from four lower-middle class fourth, fifth, and sixth grades. Results showed that the experimental group, who viewed the revised program, performed significantly better on a content test. It was concluded that the direct instructional model deserves further consideration. (LMM)

ED 227 819 IR 010 611

Johansen, Robert; And Others

Telecommunications and Developmentally Disabled People: Evaluations of Audio Conferencing, Personal Computers, Computer Conferencing, Electronic Mail.

Institute for the Future, Menlo Park, Calif.; New York Univ., N.Y. Alternate Media Center.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Jul 81
GRANT- 54-P-71362/2/2-01
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Computer Oriented Programs; Delivery Systems; Demonstration Programs; *Developmental Disabilities; *Human Services; Information Networks; *Microcomputers; Program Evaluation; Questionnaires; Surveys; *Telecommunications; *Teleconferencing
IDENTIFIERS- Electronic Mail; *Vermont

Aimed at decision makers who will choose whether and how to implement telecommunications efforts in the human services, this final evaluation report describes an intensive demonstration effort, which was conducted by the Alternate Media Center of New York University from July 1979 to September 1980 to show how various telecommunications media, including teleconferencing and microcomputers, might benefit developmentally disabled children and adults. Most of the applications described were focused in rural Vermont, although two involved participants in other states. Discussions of activities in Vermont using audio conferencing, personal computers, and computer conferencing, include a description of Vermont Telecommunications Incorporated, which was created after the completion of the project to promote telecommunications technology for the developmentally disabled and those with other handicapping conditions. A section on national activities describes an electronic mail network and several telecommunications consultation projects. Overall project conclusions and policy recommendations for human service funding agencies conclude the report. Eight appendices include data collection instruments and specific data collection results. (LMM)

ED 227 791 HE 016 041

Mohrman, Kathryn
Building Bridges between Business and Campus. Liberal Learning and Careers Series.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Planning; *Conferences; Cooperative Programs; *Education Work Relationship; Higher Education; *Liberal Arts; Models; *Program Development; *School Business Relationship

Three conferences on developing linkages between business and liberal arts college representatives are described, and conference recommendations and suggestions for the replication of the model are presented. The 1981-1982 Building Bridges Between Business and Campus conferences were designed to promote continuing business-college cooperation in the Hartford, Memphis, and San Francisco Bay areas. Specifically, the conferences were designed to improve personal contact among middle management and personnel directors from business, and faculty members and career services directors from colleges and universities. Additional objectives were to create a better understanding by campus representatives of the career opportunities available to liberal arts graduates, as well as to improve business persons' understanding of the knowledge and skills developed by liberal learning. Guidelines for adapting the model in other locations address the initial steps of beginning an ongoing program of communication and cooperation, identifying and inviting appropriate persons, an effective format for fostering discussion, and results that can be expected from the meeting. Recommendations are offered for students, faculty, and businesses, and a planning calendar, sample conference agenda, and list of 1981-1982 participants are included. (SW)

ED 227 805 HE 016 065

Bates, A. W.
Appropriate Teaching Functions for Television, Radio and Audio-Cassettes in Open University Courses: A Summary of Functions Proposed in Successful Course Team Bids. IET Papers on Broadcasting No. 124.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 8 Aug 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Audiotape Cassettes; *College Instruction; *Educational Radio; *Educational Television; Extension Education; External Degree Programs; Foreign Countries; Higher Education; *Media Selection; *Open Universities
IDENTIFIERS- *Distance Education; Open University (Great Britain)

Teaching functions for which television, radio, and audiocassettes are particularly appropriate are considered, based on the use of broadcasting at the Open University. Television is useful for the following purposes: to demonstrate experiments or experimental situations; to illustrate principles involving dynamic change or movement; to illustrate abstract principles through the use of physical models; to illustrate principles involving more than one dimension of space; to demonstrate the visual picture of an area or building; to provide primary resource material or case-study material; to demonstrate decision-making processes; to change student attitudes; to study films or dramatic performances; and to teach sketching, drawing, or painting techniques. Audiocassettes are more appropriate than radio to analyze detailed visual material, to review complex arguments, and to witness naturally occurring events. Radio is more appropriate than audiocassettes to provide remedial tutorials; to relate course material to current events; to provide criticism or alternative viewpoints to course material; and in other cases when only hearing the material would be sufficient. (SW)

Hiley, David R.
Faculty Roles in Career Advising of Liberal Arts Students. Liberal Learning and Career Series.
Association of American Colleges, Washington, D.C.
REPORT NO.- ISBN-0-911696-14-8
PUB DATE- 82
AVAILABLE FROM- Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Career Counseling; Change Strategies; *College Faculty; *College Students; *Education Work Relationship; Higher Education; *Liberal Arts; Student Teacher Relationship; *Teacher Role

Reasons for faculty participation in the career preparation of liberal arts students and strategies for promoting this involvement are considered. In addition, projects at colleges and universities that have succeeded in establishing partnerships between liberal arts faculty and career counselors are described. It is suggested that since liberal arts faculty have the earliest and closest contact with students, they are in a unique position to assist students in planning for work. Yet, a 1981 survey of Association of American Colleges member institutions revealed that only 18 percent had formal activities involving faculty in career advising, and this involvement usually was to pre-law and pre-medicine students. It is emphasized that students need to know that their liberal arts education provides them with skills that are associated with long-range career success. It is important for students to begin career consideration early, to choose between different types of occupations, to research an organization in preparation for an interview, and to be prepared to justify the relevance of their education. Barriers to faculty involvement in career advising and the process of implementing this change within the college are addressed. (SW)

ED 227 806 HE 016 066

Waggaman, John S.

Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities. ASHE-ERIC Higher Education Research Report, No. 2, 1983.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0011
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (members, $5.00 per copy; nonmembers, $6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Affirmative Action; *College Faculty; *Employment Practices; Faculty College Relationship; *Faculty Recruitment; Higher Education; Job Applicants; *Personnel Policy; *Teacher Persistence; Teacher Selection

The central issues and processes of recruiting and retaining college faculty are examined in the context of managing human resources and the principles of fair employment. Although attention is focused on the needs of department or division heads, the analysis may be helpful to administrations with responsibility for recruiting faculty. The following stages of the recruitment process are addressed: receiving notification of a vacant position, receiving the authorization to recruit, determining salary, organizing the recruitment effort, screening applicants' files, conducting campus visits, and making an offer. Attention is directed to vacancies resulting from retirement, involuntary separation, negative decisions about promotion and tenure, contract termination, and disability or death. Affirmative action search guidelines are presented, along with a list of items that should be contained in job vacancy advertisements. The screening process is discussed in regard to: excluding ineligible applicants, identifying candidates who have received some preferential attention, and evaluating nominees' files. With regard to the need to retain qualified faculty, the following issues are briefly discussed: orientation, professional development, periodic counseling, and mentorship. A substantial bibliography is included. (SW)

Unesco Regional Meeting of Computer Centre Directors in Africa (Arusha, Tanzania, April 14-18, 1980). Final Report

United Nations Educational, Scientific, and Cultural Organization, Nairobi (Kenya). Regional Office of Science and Technology for Africa.

PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Literacy; *Computer Oriented Programs; Computer Programs; Computers; *Developing Nations; *Information Dissemination; Information Networks; International Organizations; Program Descriptions; *Regional Cooperation; *Technology Transfer; Workshops
IDENTIFIERS- *Africa; *Information Technology

The main points on the agenda of this meeting attended by eight chief participants from seven member states of UNESCO in the African Region and several observers were: (1) presentations by participants on their experiences in the application of informatics (i.e., computer applications in information dissemination) in the region; (2) problems in education and training in informatics; (3) formal education and training in informatics; (4) advanced workshops for existing personnel and education of management and users; (5) computer procurement in the region; (6) hardware and software developments and establishment of research projects; (7) computer applications with particular relevance to the region; and (8) major issues in informatics in Africa. This report summarizes the planning and conduct of the meetings as well as reports on informatics programs and presentations by the participants, and presents 13 recommendations formulated by the participants. Extensive appended materials include the meeting agenda; addresses delivered at the inauguration ceremony; presentations made by participants (M. N. J. Lambert, Zambia; P. E. Chilambe, Malawi; O. Abass, Nigeria; P. E. Mugambi, Uganda; R. J. P. Scott, Kenya; William D. S. Magambo, Tanzania; and Signate Cheikh Oumar, Senegal); reports on UNESCO's informatics program by E. A. Owolabi and the activities of the Organization of African Unity in informatics education by O. Abass; a working document prepared for the meeting; and a participant list. (LMM)

ED 227 821 IR 010 613

Mills, Terry R.
The University of Illinois Film Center Collection Use Study.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Non-Print Media (100) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Libraries; *Computer Programs; *Data Analysis; Decision Making; *Film Libraries; Higher Education; *Library Acquisition; *Library Circulation; Library Material Selection; Library Planning; Library Research; Use Studies
IDENTIFIERS- *University of Illinois

This report describes a study which used computer analyses of the center's film booking records for fiscal year 1981 to identify those subject areas in the collection for which holdings did not seem to accurately reflect the clientele's levels of interest, as indicated by their use of the collection. Results identified 60 subject areas which met operationally defined conditions for overuse, and ranked them in order of need for strengthening with new titles. A high denial-to-booking ratio was found in 74 subjects, in which no more than 75 percent of the requests were filled, and 22 subject areas met conditions for underuse. The intended use of this information was to assist management in deciding in which subject areas to concentrate acquisitions and weeding efforts, in order to have the greatest impact on overall collection quality. The appendix includes the PL/I program used in analyzing the use data and the tables generated by running the program. Seven references are listed. (Author/LMM)

ED 227 793 HE 016 043

Shinkman, Christopher J.
Public and Nonprofit Sector Employment for Liberal Arts Graduates.
Association of American Colleges, Washington, D.C.
PUB DATE- Sep 82
AVAILABLE FROM- Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Career Counseling; *College Graduates; Education Work Relationship; Employers; *Employment Opportunities; Higher Education; Job Applicants; *Liberal Arts; *Nonprofit Organizations; *Public Agencies; Questionnaires; *Recruitment

The hiring practices of large and small organizations were studied in 1981 to provide information on job prospects and recruiting trends in the public and nonprofit sectors, as well as ways in which these factors affect employment opportunities for liberal arts graduates. Attention was also directed to ways college personnel can effectively introduce public and nonprofit work as a career option to liberal arts students. A survey of 89 career counseling directors at four-year colleges and universities in the northeastern United States was conducted, along with a survey of 61 public and nonprofit employers nationwide. College counselors reported that public and nonprofit groups constituted only a small portion of the on-campus recruiters. Federal government recruiters, most commonly Peace Corps-VISTA and the armed forces, represented more than one-third of all public and nonprofit recruiters interviewing on the campuses. The next largest group consisted of associations and research foundations. The employer survey revealed that undergraduate major is of prime importance to public and nonprofit employers, followed by communication skills. Recommendations for schools, students, and employers are offered, and questionnaires and an annotated bibliography of resource materials are appended. (SW)

ED 227 807 HE 016 069

Tuition & Required Fees. New Jersey Colleges & Universities, 1977-78 Through 1982-83. ORM Volume 3: Brief Number 2. Data Brief Series.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

PUB DATE- Dec 82
AVAILABLE FROM- New Jersey Department of Higher Education, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Educational Economics; Family Income; *Fees; Full Time Students; Graduate Study; Higher Education; Inflation (Economics); In State Students; Out of State Students; Part Time Students; *Private Colleges; *State Colleges; State Surveys; Trend Analysis; *Tuition; Undergraduate Study
IDENTIFIERS- *New Jersey

Recent historical trends (1977-1978 through 1982-1983) in tuition and required fee charges in New Jersey college and universities are presented. Differences among New Jersey collegiate sectors and among different types of student types are analyzed in terms of dollar and percentage increases between the current and base years. The effect of the most recent increases on the overall 6-year changes are examined, and the 6-year percentage increases are considered in the context of inflation and increases in family and per capita disposable income, as well as New Jersey student financial aid ceilings. An analysis of the financial data indicates the following: the growth in student charges at the state and community colleges in the past 6 years has been lower than the estimated inflation rate for the period; average tuition and fees in the independent sector during the same period grew in constant dollar terms; and gains in various measures of family and disposable per capita income in New Jersey, as well as increased financial aid ceilings, suggest that a relatively low cost to the student of attending college in New Jersey is being maintained. Appendices contain detailed historical data by college sector and student type (full- and part-time, undergraduate and graduate, state resident and nonresident). (SW)

Gould, Christine A.
Consider Your Options: Business Opportunities for Liberal Arts Graduates. Liberal Learning and Career Series.
Association of American Colleges, Washington, D.C.
REPORT NO.- ISBN-0-911696-13-X
PUB DATE- 83
AVAILABLE FROM- Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Business; Career Choice; *College Graduates; Employee Attitudes; Employer Attitudes; Employment Interviews; *Employment Opportunities; Employment Practices; Higher Education; Industrial Training; Industry; Job Applicants; *Job Search Methods; *Liberal Arts; *Occupational Surveys; Recruitment; Training Allowances

Information is presented for liberal arts graduates concerning employment and training opportunities in business, based on a corporate hiring and training survey, interviews with liberal arts graduates who found rewarding careers in business, job-search strategies, and corporate profiles. Results of a survey of college recruiters from 61 leading firms in a number of industries are presented regarding the qualities they seek in job applicants, the skills that help students make the transition from the college campus to jobs, and the types of positions that are most readily available to liberal arts students in their companies. Information is also presented on corporate-sponsored training programs and tuition assistance programs. Interview answers of nine liberal arts graduates employed in business provide information on the current position, liberal arts skills used in the job, and deciding on a career in business. Information on the job-search process covers the following: self-assessment, sample resumes, the interview, after the interview, keeping records, and the final decision. Profiles of 24 companies are presented, along with the employer survey questions and responses, sample resumes, and forms for self-assessment and interview evaluation. (SW)

ED 227 808 HE 016 070

Degrees and Other Formal Awards Conferred by New Jersey Colleges & Universities, F.Y. 1982 and Recent Trends. ORM Volume 3: Brief Number 1. Data Brief Series.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

PUB DATE- Dec 82
AVAILABLE FROM- New Jersey Department of Higher Education, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Educational Certificates; Higher Education; *Majors (Students); Masters Degrees; *Private Colleges; *State Colleges; State Surveys; Trend Analysis
IDENTIFIERS- *New Jersey

The 1982 data on degrees and other awards conferred by New Jersey colleges and universities are presented, and historical trends are analyzed. For each institution, information is presented on the number of degrees conferred by type of degree (e.g., associate) and broad program category (e.g., business and management). In addition, historical trends for 1976-1977 through 1981-1982 are analyzed for both statewide and sector-aggregated data. Findings include the following: the total number of degrees in New Jersey increased slightly from 44,790 in 1981 to 45,357 in 1982. This single-year increase reversed a trend of annual decreases since 1977 in the number of degrees conferred. The public colleges and universities awarded 71 percent of all degrees and other formal awards conferred in 1982, and the independent colleges conferred the remaining 29 percent. The independent sector awarded a smaller proportion of its degrees at the baccalaureate level and below, and a higher proportion at the master's and doctoral levels, in comparison with the public sector. Degrees awarded in education, liberal arts, mathematics, and natural sciences decreased at all levels, while certificates and degrees in business, computer science, and engineering and architecture experienced significant growth. (SW)

ED 227 795 HE 016 049

McKnight, Lola, Ed.
Career Planning and Decision-Making for College. AEL Career Decision-Making Program.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 80
AVAILABLE FROM- McKnight Publishing Company, 808 I.A.A. Drive, Bloomington, IL 61701.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Aspiration; Career Choice; *Career Planning; College Students; *Decision Making; *Education Work Relationship; Higher Education; Learning Activities; *Majors (Students); Occupational Aspiration; *Occupational Information; Student Interests; Values; *Vocational Interests; Work Environment

Six course units and learning activities for the Career Planning and Decision-Making course is presented. The course emphasizes career comprehension, career values, and career action. Career comprehension includes developing knowledge of the world of work and planning and decision-making skills. Career values focus on clarifying, identifying, and stating interests, values, and goals in personal and culturally relevant terms. Career comprehension and career values are the foundation for career action, which enables students to integrate their interests, values, and goals into their present work environment and college. In addition, it helps them take action, such as selecting a college major or reexamining their commitment to a major already selected, based on their personal values and goals. Learning activities include the following specific topics: work situations, aptitudes, the career information system, occupational preferences, credentials and competencies, and the decision situation. Appendices include: field of study-worker trait group chart, school subject-worker trait group chart, aptitude self-estimate record, aptitudes index, and an occupational information summary. (SW)

Burnley, Maureen; And Others
United Negro College Fund Statistical Report of the Member Institutions, 1982.
United Negro College Fund, Inc., New York, N.Y.
PUB DATE- 82
AVAILABLE FROM- United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Black Colleges; Black Students; College Faculty; College Freshmen; Degrees (Academic); Endowment Funds; *Enrollment Trends; Expenditures; *Financial Support; Foreign Students; Higher Education; Income; Majors (Students); National Surveys; School Surveys; Student Characteristics; Student Costs; Teacher Characteristics
IDENTIFIERS- *United Negro College Fund

Information is presented on 1981-1982 enrollments, faculty, degrees, student finances, and institutional finances at the 41 private, predominantly black colleges and universities that are members of the United Negro College Fund. Data and narrative analyses are presented on the following: fall 1981 enrollment, first-time student enrollments, college applications, freshman academic profile, nonblack students, the proportion of women to men, geographic distribution of students by region, size of the faculty, faculty rank and degrees held, faculty racial composition, faculty salaries, total undergraduate and graduate degrees, fields of study, annual parental income, student financial aid, average cost to students, institutional revenues and expenditures, and total endowment. Appendices provide data by institution for 1977-1981, as well as the following additional information: entering freshmen by high school rank, number of students with Spanish surnames, geographic distribution of students by state and major cities, enrollment of foreign students by country, faculty turnover and tenure, numbers of dual-degree engineering students, alumni contributions, and institutional financial aid allocations. (SW)

ED 227 796 HE 016 050

College Major-Occupation Index. AEL Career Decision-Making Program.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 80
AVAILABLE FROM- McKnight Publishing Company, 808 I.A.A. Drive, Bloomington, IL 61701.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Career Planning; College Curriculum; College Students; Course Descriptions; Decision Making; *Education Work Relationship; *Employment Opportunities; Higher Education; *Majors (Students); *Occupational Information; Student Interests; *Vocational Interests

An index to help students in career planning and in selecting majors, minors, and elective courses is presented. The index has four main parts: (1) field of study-worker trait group chart; (2) fields of study list of college majors and occupations; (3) alphabetical list of college courses; and (4) alphabetical list of occupations. Part one is used as a reference to identify 23 fields of study and 31 worker trait groups that are related. Part two contains 23 sections for each field of study, and includes a field of study definition and numbers and titles of the college majors within the field of study. The list of occupations related to the field of study follows the description. Each worker trait group has a four-digit code number, which can be used to identify the group in all parts of the index. The occupations include both entry-level and higher-level jobs. The alphabetical list of college majors includes major titles, key words of titles, and title inversions. The final section contains an alphabetical list of the 3,000 occupations and occupational specialties that have been related to college majors. Appended materials include detailed descriptions of each worker trait group; a guide for using the "Dictionary of Occupational Titles," and industry designation abbreviations and full titles. (SW)

ED 227 810 HE 016 072

Vachon, Jean
Reliability of Undergraduate Student in a Research on the Relations between Behavior and Days of the Week or Atmospheric Conditions.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Data Collection; *Environmental Influences; Grading; Higher Education; *Reliability; *Research Projects; *Student Behavior; *Undergraduate Students; Weather

The influence of atmospheric conditions and the day of the week on school children's behavior was investigated by undergraduates. The college students were told either that their participation in the research was compulsory and would be graded, or that their participation was voluntary and ungraded. Fifty teachers observed their pupils' behavior and completed observation scales twice daily. When the college student researchers knew that their report of the teachers' observations would be checked, the reliability of their data collection was 100 percent. When the students did not know their reports would be checked and their research was ungraded, 14 out of 47 faked their observations. Ten other students began the research but stopped after 1 or 2 weeks. It was found that the weather influenced the behavior of the school children. The higher the air pressure and the greater sunshine hours in a day, the quieter the children were. However, the more humid it was and the heavier the rainfall, the more active the children were. In addition, on Monday morning they were quieter and on Friday afternoon they were more active. (SW)

ED 227 833 IR 010 627

Wagner, Leslie
The Economics of Educational Media.
REPORT NO.- ISBN-0-312-23216-0
PUB DATE- 82
AVAILABLE FROM- St. Martin's Press, Inc., 175 Fifth Ave., New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adoption (Ideas); *Cost Effectiveness; *Decision Making; *Educational Economics; *Educational Media; Educational Objectives; *Efficiency; Foreign Countries; Media Research; *Media Selection; Research Methodology
IDENTIFIERS- Colorado State University; Mexico; Open University (Great Britain); PLATO; Telesecundaria

This guide to the economic analysis of media use in education reviews the evidence on the costs and benefits of educational media and provides a methodology for future decision-making. It includes chapters on establishing a framework for media choice, evaluating the effectiveness of media use, and analyzing costs. The empirical evidence from past projects is chosen to illustrate both different types of media projects and different methodological approaches. Among the projects discussed are the Open University in Great Britain, the Telesecundaria project in Mexico, the Nicaraguan Radio Mathematics Project, the State University Resources for Graduate Education (SURGE) at Colorado State University, and the PLATO computer-assisted learning project in the United States. The final chapter draws on the evidence of past projects to discuss why many media innovations seem to fail and what is required to make such innovations more effective, thus turning their potential cost and educational benefits into reality. Notes, a 5-page reference list, and a topic index are included. (Author/LMM)

ED 227 849 IR 050 140

Young, Micki Jo; Stone, Elizabeth W.
A Program for Quality in Continuing Education for Information, Library, and Media Personnel. Final Report.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Sep 80
GRANT- G007900364
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Accreditation (Institutions); *Accrediting Agencies; Continuing Education Centers; *Educational Quality; Feasibility Studies; *Information Scientists; *Librarians; Library Education; *Media Specialists; Postsecondary Education; *Professional Continuing Education; Professional Development; Questionnaires; Records (Forms); Standards; Surveys
IDENTIFIERS- Continuing Library Education Network and Exchange

This report describes a design, development, and demonstration project which was conducted by the Continuing Library Education Network and Exchange (CLENE) to formulate criteria for judging the quality of continuing education programs, and to design and demonstrate the feasibility of a nationwide voluntary approval system for providers of continuing education in the information, library, and media fields. The project was accomplished by a 7-member council of persons with continuing education expertise, a project staff, and a project evaluator. Drafts of project documents were written and distributed to the information, library, and media community for review and reactions; an open hearing was held to answer questions and receive comments; and a pilot survey of 13 providers of continuing education was performed to test the quality assurance criteria and the procedures of the provider approval system. Project background, objectives, methodology, results, and recommendations are presented in the report, as well as an evaluation of the project by an external evaluator. Extensive appendices include descriptions of two CLENE continuing education packages, guidelines and interview instruments used in the pilot survey, copies of documents presenting the quality assurance criteria and the provider approval system in their final form, applications for approval under the voluntary system, and other project forms and worksheets. (Author/ESR)

ED 227 864 IR 050 161

Wright, H. Curtis
An Interdisciplinary Philosophy of Librarianship.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Epistemology; Ethics; *Library Science; *Philosophy
IDENTIFIERS- Metaphysics; Pragmatism

The excessive pragmatism of American librarians has thus far prevented them from formulating a defensible philosophy of librarianship because their knowledge problems cannot be resolved by action theory. Analysis of the metaphysics, epistemology, and ethics of librarianship shows that its realities consist of the invisible structure of thought, that ideative realities of this sort are immune to empirical study because they cannot be observed, and that human action in relation to such realities is, and must always remain, strictly instrumental. The American system of librarianship is therefore short-circuited at its source, which explains why the physical methods of scientific action theory are thoroughly inappropriate for studying the formal realities of librarianship. (Author/ESR)

ED 227 834 IR 010 628

Dominguez, Jeronimo, Ed.; Waldstein, Arnold, Ed.
Educational Applications of Electronic Technology.
Western States Technical Assistance Resource, Monmouth, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-80-0753
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cable Television; Computer Oriented Programs; *Computer Programs; Cost Effectiveness; Decision Making; *Evaluation Criteria; *Information Systems; Microcomputers; Production Techniques; *Program Implementation; *Special Education; Technological Advancement; *Telecommunications

The four papers presented in this book are intended to promote awareness of educational applications of microcomputer systems, educational software, telecommunications networks, and cable television. An introduction and a list of contributors precede the papers, which discuss specific topics related to computers and new technologies in education: (1) "Computer Systems for Special Educators," by Kirk Wilson; (2) "Educational Software: In Search of Quality," by Richard Howell, Paul Resta, and Gary Adamson; (3) "Communication/Information Systems for Special Education: The SpecialNet Computer Telecommunications Network," by Gary Snodgrass and Robert Campbell; and (4) "Cable Television: A Medium for Extending and Improving Education," by Judy Smith, Jim Leach, and Charles MacArthur. Each paper addresses three important aspects of its subject, with the history, advantages, and limitations; cost data for each medium is presented first. Availability of materials and future directions are then discussed, and decision-making criteria are provided. Finally, opportunities that the newness of the field present to educators and students are stressed. (Author/LMM)

ED 227 879 IR 050 200

Children's Libraries Section. Libraries Serving the General Public Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Children; Economically Disadvantaged; Foreign Countries; *Information Services; *International Organizations; Library Associations; Library Automation; *Library Networks; Library Surveys; National Programs; Public Libraries; *School Libraries; *Shared Services
IDENTIFIERS- Canada; Childrens Librarians; *Childrens Libraries; France; United States; Venezuela

Papers on school and children's libraries which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Learning to Learn in the Street," a description by B. Lang (France) of "street libraries" and other institutions designed to introduce economically disadvantaged children to books and other sources of knowledge; (2) a report on recent activities of IFLA's Children's Libraries Section; (3) "Library Services for the Disadvantaged Children in the United States of America," an overview of these services by Nita Vegamora Norman (United States) based on a 1982 survey of 652 randomly selected public libraries and information published in library literature from 1975 on; (4) "The Centralized Automation of National Centres to Networking in School Libraries," a discussion by D. Reumer (Netherlands) of the benefits and services of national institutions which provide central services to school libraries such as publication acquisition, storage, retrieval, processing, and loan; (5) "Orientation and Extension of a Programme of Mini-Libraries in Venezuela," a description by Bruno Renaud (Venezuela) of Venezuelan cultural aims and the development of the fledgling mini-library program which provides library services for Venezuelan children and adults; and (6) "School Libraries and Networking in North America: Principles and Problems of Participation," an overview by Donald C. Adcock (United States) of factors which inhibit school participation in networks. (ESR)

ED 227 893 JC 830 104

Moody, George V.; And Others
Mississippi Public Junior Colleges Statistical Data, 1981-82.
Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Ancillary School Services; College Libraries; Community Colleges; Degrees (Academic); Dormitories; *Educational Finance; *Enrollment; Expenditures; Income; *Institutional Characteristics; Public Schools; Salaries; *School Personnel; State Aid; State Surveys; Statistical Studies; Student Characteristics; Student Costs; Tax Allocation; Transportation; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Designed to enable college administrators to reflect on norms and trends within Mississippi's 16 public junior colleges and to provide information to the general public, this report presents statistical data for 1981-82 on enrollments, finance, personnel, and services. After introductory material providing college addresses and the schedule of board of trustee meetings, tables present data on enrollment by class and sex for in-state and out-of-state students; enrollments by college and campus of full- and part-time day and evening students; and a summary of graduates by college, sex, area (i.e., arts and sciences or other general programs; science- or engineering-related occupational programs; and other occupational programs), and degree or certificate awarded. Tables focusing on income and expenditures indicate sources of revenue by college; student fees and charges by college; county tax support by district and amount spent; educational and general (E&G) expenditures for fiscal year 1982 by function and object; and percentages of E&G expenditures by function and object. The last tables cover, by college, faculty salaries by degree held; library expenditures, circulation, hours, inventory and staff; transportation services; dormitory utilization; and auxiliary enterprises expenditures and revenues. (DAB)

ED 227 850 IR 050 141

Durfee, Linda Jean
Reference Services in the Liberal Arts College Library: Student Awareness.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *College Libraries; Higher Education; Information Dissemination; Library Research; *Library Services; Online Systems; *Perception; Questionnaires; *Reference Services; Surveys; Tables (Data); *Undergraduate Students
IDENTIFIERS- *Lake Forest College IL; Library Users

In order to ascertain the extent to which undergraduate full-time and part-time students at Lake Forest College, Illinois, were aware of existing library reference services, a telephone interview of randomly selected students was conducted in spring 1982, using a revised questionnaire originally developed for a similar study at the University of Chicago in 1975. Of a population of 1,072 undergraduates, 97 were selected for surveying; a total of 91 interviews were completed. Prior to the survey, reference librarians were contacted to determine the full extent of available reference services; they were also asked to predict student awareness of services. The survey found that students were aware of close to three-quarters of the reference services, but there was an indication that some services, particularly online searching services, would be more heavily used if students knew they were offered. Discrepancies were discovered between students' survey answers and librarians' predictions of student awareness, indicating that a similar methodology could be profitably used by other reference librarians to confirm or assess user awareness. The survey report contains 15 tables and 3 illustrations, including the results of regression analysis performed on the survey findings; a sample questionnaire; and a 17-item bibliography. (Author/ESR)

ED 227 865 IR 050 186

International Federation of Library Associations General Conference, Montreal 1982. Official Opening Statements and Speeches. Plenary Session I and II. Papers.

International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computers; Databases; Foreign Countries; Global Approach; Human Factors Engineering; Information Dissemination; *Information Networks; *International Organizations; Library Associations; Library Automation; Library Cooperation; Library Networks; Library Role; Online Systems; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Information Technology

Official opening statements and papers on networking and the development of information technology which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) opening speeches by Else Granheim (IFLA president) and Kenneth H. Rogers (UNESCO Representative); (2) "The Importance of Networks Within the Present Context of the World of Information" by Celine R. Cartier (Canada); (3) "Worldwide Information Networks" by Marc Chauveinc (France); (4) "Library Networks: The Canadian Experience" by Basil Stuart-Stubbs (Canada); (5) "The Role of Libraries in the Information Network" by Gunther Pflug (Federal Republic of Germany); (6) "Chinese Library Networks: Retrospect and Prospect" by Xu Wenxu (People's Republic of China); (7) "Libraries of the Future: Electronic Networks and Human Concerns" by Edward Cornish (United States); (8) a response to Cartier's keynote address by F. W. Lancaster (United States), which discusses the future of electronic publishing and the general impact of technological developments on libraries and librarianship; (9) "The Library Network of the Soviet Union" by L. A. Gvishiani-Kosygina (USSR); and (10) "Networks: The Coexistence of Concept and Technology" by Escorcia S. German (Colombia). (ESR)

ED 227 835 IR 010 629

Hudson, Barclay; Bruno, James
Educational Forecasting Methodologies: State of the Art, Trends, and Highlights.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-80/CONF.803/INF.14
PUB DATE- Nov 78
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classification; *Educational Planning; *Futures (of Society); Models; Multiple Regression Analysis; *Predictive Measurement; Predictor Variables; *Research Methodology; *Statistical Analysis
IDENTIFIERS- *Qualitative Analysis; *Quantitative Analysis; Sensitivity Analysis; Systems Modeling; Time Series Analysis

This overview of both quantitative and qualitative methods of educational forecasting is introduced by a discussion of a general typology of forecasting methods. In each of the following sections, discussion follows the same general format: a number of basic approaches are identified (e.g. extrapolation, correlation, systems modelling), and each is described in terms of the techniques associated with its particular approach and its potential usefulness for educational planning purposes. In addition, examples of typical applications to educational planning and relevant literature references are provided for each method. Both deterministic and probabilistic (Stochastic) quantitative methods are included, with many specific techniques described including trend analysis, time series analysis, regression analysis, sensitivity analysis, econometric modelling, input/output modelling, linear programming modelling, Bayesian analysis, logit analysis, cohort analysis, and Markov chains. Qualitative methods discussed include Delphi, precursor analysis, scenario construction, morphological analysis, cross-impact analysis, and compass techniques. A brief discussion of three major trends in forecasting as applied to educational planning--increasing importance of qualitative methods, concern with the design of alternative futures, and the education of forecasters--concludes the report. A 6-page reference list is included, as well as a typology of the various methods in chart form. (LMM)

Public Libraries Section. Libraries Serving the General Public Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Pluralism; *Ethnic Groups; Foreign Countries; Immigrants; *International Organizations; Library Associations; *Library Networks; Library Planning; Library Role; *Library Services; Migrant Workers; *Multilingualism; Public Libraries
IDENTIFIERS- Canada; East Germany; *Information Technology; United States; User Fees

Papers on the impact of information technology on library services and the provision of library services to ethnic and linguistic minorities which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "The Challenge of Electronic Technologies to the Information Society: A Call for Policy-Planning in the Library Field" by Alex Eisenberg (Denmark), which discusses the adjustment to new information technology required of the library profession, the principle of free services for all users regardless of type of information medium, and the role of libraries in the national and international information society; (2) "Multitype Library Cooperation in Illinois, USA," a description by Eva R. Brown (United States) of the development and services of the Illinois Library and Information Network (ILLINET); (3) "Library Services to Ethno-Cultural Minorities: Philosophical and Social Basis and Professional Implications," a discussion by Leonard Wertheimer (Canada) of heterogeneous societies and appropriate library services for immigrants and migrant workers; (4) "Networks: A General Principle of Library Development" by Gotthard Ruckl (German Democratic Republic), which lists fundamental aspects of public library networks in East Germany; and (5) reports of the IFLA Working Group on the Impact of Information Technology Upon Libraries Serving the General Public and the IFLA Working Group on Library Service to Ethnic and Linguistic Minorities. (ESR)

ED 227 894 JC 830 105

Graduates Placement Report, 1982: New Hampshire Technical Institute and New Hampshire Vocational-Technical Colleges.
New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.
PUB DATE- 21 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Graduates; College Transfer Students; *Education Work Relationship; Employment Patterns; Extension Education; Followup Studies; *Job Placement; *Salaries; State Surveys; Technical Education; *Technical Institutes; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS- *New Hampshire

The six New Hampshire Vocational-Technical Colleges (NHVTC's) and the New Hampshire Technical Institute (NHTI) offer collegiate education for direct employment in business, industry, health, and service-related fields. The state system graduated 1,074 students from 46 different programs in 1981-82, and as of November 1, 1982, 78% of these graduates were gainfully employed. Of the employed graduates, 92% were working in a job related to their college program and many had obtained their positions through the colleges' lifetime placement services. The majority (77%) of the employed graduates had accepted jobs in New Hampshire, and their reported salaries averaged $12,697. The bulk of the placement report consists of tables covering: (1) full-time day programs offered, by college; (2) employment/educational status of 1981-82 graduates as of November 1, 1982; (3) starting salaries for NHTI and system graduates, by program; (4) status of NHTI and NHVTC graduates, by program; (5) four-year colleges that NHTI and NHTVC graduates planned to attend; (6) typical job entry titles of graduates; (7) relationship of employment to major, by college; (8) in-state/out-of-state employees, by college; and (9) commuting patterns. In addition, the report contains information on extension services and a list of employers who interviewed system graduates. (HB)

ED 227 851 IR 050 143

Bard, Therese B.; Sakai, Edith N.
School Libraries in the United States since 1945.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Certification; Educational Technology; Elementary Secondary Education; Financial Support; *Learning Resources Centers; Library Acquisition; Library Collections; Library Expenditures; Library Facilities; Library Networks; Library Personnel; *Library Standards; Library Surveys; *Media Specialists; *School Libraries
IDENTIFIERS- Library Statistics

Factors related to the extraordinary growth and development of school libraries in the United States between 1945 and 1980 are reviewed in this report, which describes the establishment of standards for school library media centers, Knapp Foundation funding of school library projects, federal funding of school libraries, the professional certification of school library media specialists, the development of educational technology, and the participation of school libraries in networking. The results of a 1974 study of school libraries conducted by the National Center for Education Statistics (NCES) are presented in conjunction with a discussion of standards published in 1975 in "Media Programs: District and School." These standards cover school library media center staff, collections, and facilities, while survey results reported include hours of service, operating expenditures, the extent to which media programs complied with standards, and the extent of growth of the school library media center concept. Current trends briefly described include continued research, the development of systematic methods of planning and evaluation, the updating of selection criteria, and the assessment of alternative administrative structures, particularly the community/school or school/public library. A 26-item bibliography concludes the report. (Author/ESR)

ED 227 866 IR 050 187

Bibliography Section. Bibliographic Control Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Bibliographies; *Cataloging; Foreign Countries; Information Networks; *International Organizations; Library Associations; *Library Cooperation; *National Libraries; Online Systems

IDENTIFIERS- Canada; MARC; *National Bibliographies; *Retrospective Bibliographies; West Germany

Papers on national bibliography which were presented at the 1982 International Federation of Libray Associations (IFLA) conference include: (1) "Canadiana 1867-1900: Monographs or the Past in Modern Dress," a description by Michel Theriault (Canada) of the work of the Retrospective National Bibliography Division of the National Library of Canada; (2) "The Bibliography of Quebec 1821-1967," a discussion by Louise Filion (Canada) of the retrospective bibliographic program at the Bibliotheque Nationale de Quebec; (3) "In Search of Newfoundlandia--the O'Dea Retrospective Bibliography," a description by Anne Alexander (Canada) of the unpublished retrospective bibliography on Newfoundland which was begun in 1955 by Agnes O'Dea and which is being continued by the Centre for Newfoundland Studies; and (4) "Machine-Readable National Bibliographies in the Framework of the International MARC Network," a discussion by Kurt Nowak (Federal Republic of Germany) of the limited use of online as opposed to printed national bibliographies, with examples drawn from experience at the Deutsche Bibliothek and the "International Study of Copyright of Bibliographic Records in Machine-Readable Form" by King Research, Inc. (ESR)

ED 227 836 IR 010 630

Langham-Johnson, Shirley
Educational Technology in the Crystal Ball.
PUB DATE- 7 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Programs; Definitions; Depleted Resources; Economic Factors; *Educational Media; *Educational Technology; Electronic Equipment; *Futures (of Society); Instructional Development; Instructional Materials; *Prediction; *Technological Advancement

This paper predicts that microelectronic circuitry will have an impact on education comparable to that of the industrial revolution or the invention of the printing press. Present conditions influencing educational technology and trends are considered in light of five considerations: (1) recent redefinitions of what educational technology is; (2) energy and economic crises; (3) acceleration of relative costs in education due to increased costs of traditional educational materials and decreasing costs of production and use of the silicon wafer; (4) demands for knowledgeable instructional developers to design software programs for use with electronic educational media; and (5) increasing demands for placement of educational media in business, industry, homes, and elsewhere outside schooling. It is concluded that despite inflation, potential for recession, and the energy shortage, the field of educational technology shows growth. Thirteen references are included. (Author/LMM)

Linn, Hilda; And Others

Parenting in the '80s. . . Student Guide. Brookhaven College Child Development Program.

Brookhaven Coll., Farmers Branch, TX.
SPONS. AGENCY- Texas State Dept. of Community Affairs, Austin. Children and Youth Services Div.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Child Caregivers; *Child Development; *Child Rearing; Cognitive Development; Community Colleges; Counseling Techniques; Day Care; Developmental Stages; Employed Parents; Moral Development; Parent Child Relationship; Parenthood Education; Parent Materials; Parent Participation; *Parent Role; Social Development; Two Year Colleges

This guide was developed to accompany a series of 16 seminars on parenting offered by the Brookhaven College Child Development Program to help meet the concerns and needs of working parents in a time of changing lifestyles and family patterns. In addition to providing an overview of each seminar topic, the guide contains informational essays and/or guidelines on: (1) developing effective parenting skills; (2) children and television; (3) pros and cons of various types of child care arrangements; (4) determining the quality of care by looking at the caregiver; (5) positive and negative aspects to look for when visiting a day care center; (6) characteristics of appropriate child care facilities; (7) selecting toys; (8) the values of play; (9) the physical growth and development of young children; (10) Piaget's stages of cognitive development; (11) Erikson's eight stages of man; (12) Kohlberg's theory of moral development; (13) communication skills for parents; (14) developing responsibility in children; (15) age appropriate behaviors; (16) helping children identify feelings; (17) building a positive self-concept; (18) features of a good self-concept; (19) sources of vitamins and what they are needed for; (20) children's health status; (21) safe toys for children; and (22) "child-proofing" the home and yard. The guide also includes a list of community agencies available for referral, recipes for art materials, and a bibliography. (DAB)

ED 227 881 IR 050 203

Conservation Section. Management and Technology Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Continuing Education; Foreign Countries; *International Organizations; *Internship Programs; Laboratories; Library Associations; *Library Education; *Library Materials; Postsecondary Education; *Preservation; Professional Education
IDENTIFIERS- Archivists; Canada; Italy; *Restoration; United States; USSR

Papers on the conservation of library materials and the training of conservators and restorers which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Conservation Training in Schools of Library and Information Science and as Continuing Education in the United States," an overview of American conservation training by Josephine Riss Fang with a case study of such training at Simmons College; (2) "Organization of Restoration and Conservation of Library Stocks in the USSR," a report on the development of these activities by Z. P. Dvoriashina; (3) "Training of Restorers," a description by Z. P. Dvoriashina of book restoration training at art educational institutions and in libraries in the USSR; (4) "Conservation Organization and Activities in Italy" by Maria L'Abbate Widmann, which describes Italian research laboratories and other institutions involved in book conservation; (5) "Organization of Conservation Services in the United States: A Case Study in Regional Cooperation," a report by Ann Russell on the Northeast Document Conservation Center (NEDCC); (6) "Conservation Organization and Activities in Canada: An Overview" by Joyce M. Banks, which describes various Canadian conservation programs; and (7) "The Training of Conservators in Recognized Training Programs in the United States," a review by Doris C. Freitag of the academic and practical experience programs for training conservators in the United States. (ESR)

Information Technology Section. Management and Technology Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cataloging; Foreign Countries; *Information Networks; Interlibrary Loans; *International Organizations; Library Associations; Library Automation; *Library Networks; National Libraries; Online Systems; *Shared Services; *Telecommunications; Union Catalogs
IDENTIFIERS- Canada; *Information Technology; *Information Transfer; Netherlands

Papers on library and information networks which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Introduction to the Open and Closed Networking Concepts" by R. M. Bennett (Canada), which differentiates between space-biased and time-biased communications media, relates these concepts to those of open and closed networks, and reviews statutory/regulatory, institutional, and technical aspects of telecommunications networks; (2) "The Dutch Pica Library Automation Network," a description by L. Costers (Netherlands) of the Pica Shared Cataloguing and other Dutch library network systems, and the expected development of a Dutch national automation network; (3) "Pilot Implementation of an Open Library Network Concept in Canada," a discussion by Cynthia J. Durance (Canada) of the Canadian library network environment and the development of a pilot information transfer project for joint cataloging, information provision, and interlibrary lending by the National Library of Canada and five other institutions using an iNet Gateway trial service mounted by the TransCanada Telephone System; and (4) "Problems Related to Interlinking Online Interactive Library Networks" by Frederick G. Kilgour (United States), which considers 48 discrete problems--of which 12 stem from international activity--of the inter-linkage of two library networks for the purposes of shared cataloging, online union catalogs, and interlibrary lending. (ESR)

ED 227 896 JC 830 108

Gose, Frank J.
TEX-SIS First-Year Graduate Follow-Up, Vol. 2, #1.
Yavapai County Community Coll. District, Prescott, Ariz.
PUB DATE- 9 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Graduates; *College Transfer Students; Community Colleges; Educational Certificates; Education Work Relationship; *Employment Patterns; Females; Followup Studies; Graduate Surveys; Institutional Evaluation; *Majors (Students); Males; *Participant Satisfaction; Two Year Colleges; *Two Year College Students; Vocational Followup

A follow-up study was conducted of Yavapai College students who completed a certificate or graduated with a degree in spring 1980 to obtain demographic data and information on the graduates' current status, purpose for enrolling at Yavapai, and views of the college, and on the relationship between their current activities and their coursework at the college. Questionnaires were mailed to 155 program completers and graduates, and 79 responses were received. Study findings indicated: (1) 33.3% of the respondents attended Yavapai to prepare for a job, 35.7% to obtain university transfer credit, 11.9% for personal interest, and 9.5% to improve existing job skills; (2) 46.4% were employed full-time when surveyed, 35.7% were continuing their education, and 9.5% were employed part-time; (3) of the respondents who transferred to another college, 9.5% had difficulties in transferring credit, problems with transcripts, or other problems; (4) 78.8% of the transfer students were studying full-time and 77.7% felt that their community college program had prepared them satisfactorily or excellently for their current program; (5) the average monthly salary of respondents employed full-time was $1,025; and (6) 90.5% of the full-time employees considered their Yavapai training as useful or very useful in performing their current jobs. The study report includes respondent profiles for general education, nursing, occupational/technical, and transfer students; all combined majors; associate in arts students; males; females; and full-time employees. (HB)

ED 227 852 IR 050 145

Wismer, Donald

TRS-80 at the Maine State Library.

Maine State Library, Augusta.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-Print Media (100) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Book Catalogs; Computer Oriented Programs; Large Type Materials; *Library Automation; Library Cooperation; Library Technical Processes; *Microcomputers; Records (Forms); Serials; Shared Services; *State Libraries; *Word Processing
IDENTIFIERS- Invoices; Library Statistics; Mailing Lists; *Maine State Library; *TRS 80; Union Lists of Serials

This report describes the applications and work flow of a TRS-80 microcomputer at the Maine State Library, and provides sample computer-generated records and programs used with the TRS-80. The machine was chosen for its price, availability, and compatibility with machines already in Maine's schools. It is used for mailing list management (with pre-packaged SCRIPSIT and PENCIL/PAL software); serials check-in (with PROFILE); production of printed book catalogs and union lists of serials (with SCRIPSIT); compilation of statistics (with VISICALC); and typing invoices (with an in-house program). Customized software has been written in-house to enhance many of the pre-packaged programs. The report notes that word processing is the single most important library application for microcomputers. Sample records, forms, and lists generated on the TRS-80 are presented, including for the sake of comparison, serials records produced with both pre-packaged and customized software. Also shown are copies of customized programs which enable the Maine State Library to print serials records, search their large print catalog for new titles, list the holdings of a single library from a union list of serials, and produce invoices covering online searching on the part of member libraries of the Maine Online Consortium. (ESR)

Cataloguing and Classification Section. Bibliographic Control Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cataloging; *Classification; Flow Charts; Foreign Countries; *International Organizations; Library Associations; Library Technical Processes; *Subject Index Terms; *Translation
IDENTIFIERS- *Coding

Papers on cataloging, classification, and coding systems which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Numbering and Coding Systems for Bibliographic Control in Use in North America" by Lois Mai Chan (United States); (2) "A Project Undertaken by the Library of Universite Laval to Adapt the 'Library of Congress Subject Headings' into the French Language" by Michel Fournier (Canada); (3) "The Arabic Dewey Decimal Classification" by Mohammed M. Aman (United States) and brief related presentations; (4) "A 'Network' of Subject Headings: The 'Repertoire de l'Universite Laval' Adapted by the Bibliotheque Nationale--Paris" by Suzanne Jouguelet (France); (5) "The International Standard Serial Number (ISSN)" by M. Rosenbaum (France); (6) "Use of Flow Charting and Other Graphic Methods in the Analysis of Cataloguing Operations" by Ann H. Schabas (Canada); (7) "Project: List of Subject Headings for Libraries (LEMB): Problems of Translation and Adaptation" by Bertha Nelly Cardona De Gil (Colombia); (8) "FID (International Federation of Documentation) and UDC (Universal Decimal Classification): General Background and New Developments" by M. Laursen Vig (Denmark); and (9) "International Standard Book Numbers (ISBN): Their Development and Potential in Bibliographic Systems" by K. W. Neubauer (Federal Republic of Germany). (ESR)

ED 227 822 IR 010 615

Archer, Doug
Using the Apple II Microcomputer to Facilitate the Development of the Individualized Education Plan.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Managed Instruction; *Computer Programs; *Developmental Disabilities; *Individualized Education Programs; Information Networks; Input Output Devices; *Microcomputers; Recordkeeping; *Special Education
IDENTIFIERS- Apple II; Green Valley Area Educational Agency 14 IA; Programming for Individualized Education Program

This paper describes a prototype system developed for the Green Valley Area Educational Agency 14 in Iowa, which uses the Programming for Individualized Education (PIE) program and a Cluster/One Model A Nestar Micronetworking System to plan and store student records for developmentally disabled and other weighted special education students. The first section describes the software, which is an adaptation of an existing program to facilitate individualized education planning (IEP's) that was originally developed for the Maryland Department of Special Education. A list of functions performed by PIE and the proposed modifications to the PIE existing record format are provided. Background information explains the system features and describes its applications. A sample procedural tracking file for one student and an IEP form as they would look using the system are included. The required hardware to use the proposed system is outlined, including the types of computers, disk drives, terminal locations, interface, and network connections needed. A summary of specifications for the computer system and a diagram showing system input/output connections complete the paper. (LMM)

ED 227 837 IR 010 631

Hutchinson, Beck McLaughlin
The Effect of Presentation Mode on Visual Discrimination by Visual and Haptic College Students.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Treatment Interaction; *Cognitive Style; Higher Education; Instructional Materials; Intermode Differences; Literature Reviews; Media Research; *Multimedia Instruction; *Tactual Perception; Teaching Methods; Visual Discrimination; *Visual Perception
IDENTIFIERS- Lowenfeld (Viktor); *Multi Image Presentations; Perceptual Preference

The relationship between the perceptual type of adult learners--i.e., visual or haptic--and their performance upon a visual discrimination task was studied to determine if the use of multi-image representations could improve the performance of adults of different perceptual types upon selected visual tasks. Subjects were 135 volunteers from College of Education courses at the University of Central Florida, ranging in age from 18-52. Lowenfeld's Table Segment of the Test of Subjective Impressions was administered to identify students as haptic, visual, or indefinite in cognitive style, and the Successive Perception Test I (United States Army Corps, 1944) was administered to test ability to synthesize parts into a whole. Perceptual type was determined by a combination of scores from the two tests. The screening process, however, did not produce a characteristic spread of perceptual types. Because of an unexpectedly small distribution of visuals (31%) and haptics (5%) in the sample population, there were not enough haptic subjects to assign randomly to each research design cell. Quantitative data were not obtained to permit statistical tests of significance for the hypotheses. An extensive literature review and a 42-item bibliography are included. (LMM)

ED 227 853 IR 050 148

Trochim, Mary Kane
Academic Library Resource Sharing through Bibliographic Utility Program Participation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Higher Education; *Information Networks; *Interlibrary Loans; Library Automation; Library Collections; Library Cooperation; *Library Networks; Library Technical Processes; *Online Systems; Research Libraries; Shared Services
IDENTIFIERS- *Bibliographic Utilities; OCLC; Research Libraries Information Network; Washington Library Network

Information on the growth of bibliographic utilities and academic library networking is presented in this report, as well as profiles of interlibrary loan activity at six academic libraries who are members of a major bibliographic utility. Applications of computer technology and network participation in academic libraries, and the major events in the development of computer-assisted library cooperation are discussed. A description of the major bibliographic utilities includes OCLC, the Research Libraries Information Network (RLIN), and the Washington Library Network (WLN). The Council on Library Resources' project to devise a standard telecommunications protocol for bibliographic information exchange among RLIN, OCLC, and the Library of Congress (LC) is also briefly described. A review of interlibrary loan programs provided by OCLC and RLIN precedes individual reports on interlibrary lending at Indiana State University (Terre Haute, IN); Cornell University (Ithaca, NY); Lake Forest College (Chicago, IL); George Washington University (Washington, DC); St. Olaf College (Northfield, MN); and Ithaca College (Ithaca, NY). Statistics on individual library holdings and interlending activities are provided, together with a summary list of similarities and differences in the interlending practices of the six libraries. A consideration of issues for the future, particularly in regard to a national network of libraries, and a 44-item bibliography conclude the report. (ESR)

ED 227 868 IR 050 189

Acquisition and Exchange Section. Collections and Services Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Academic Libraries; Bibliographies; Economic Factors; Foreign Countries; Government Libraries; *International Organizations; International Programs; *Library Acquisition; Library Associations; *Library Collections; *Library Cooperation; *Library Networks; National Libraries

IDENTIFIERS- *Book Exchange

Papers on library acquisition and the exchange of unwanted publications among libraries which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Acquisition Work of the National Library of China: Organization and Functions," a discussion by Zeng Jiguang (People's Republic of China) covering acquisition of books, periodicals, newspapers, and non-print items; (2) "Collections Development and Services in Recession," an overview by Alexander Wilson (United Kingdom) of the development of library cooperation in relation to economic factors; (3) "International Exchanges of the Major Libraries of the Canadian Government," a description by Andre Preibish (Canada), of the international exchange operations of the National Library of Canada, the Book Exchange Center, and other institutions; (4) "Exchange Programs in Canadian University Libraries," a report by S. E. H. Rooney (Canada) describing a 1982 survey of exchange programs maintained by 27 Canadian university libraries; (5) "The Franco-Canadian Collection of the Bibliotheque Nationale in Paris: Its Constitution," a history by Marie-Renee Morin (France) of the development of the Bibliotheque Nationale's collection of Canadian books published in French; and (6) "On the Current Volume of the Bibliography on International Book-Exchange," a description by B. P. Kanevsky (USSR) of the preparation and publication of the 450-item bibliography covering the literature on international book-exchange from 1960 to 1970. (ESR)

Olivero, James L.

Your Basic Guide to Micro-Computers: A Primer.

San Mateo Office of Education, Redwood City, CA.

PUB DATE- 82
AVAILABLE FROM- Micro-Computer Center, San Mateo County Office of Education, 333 Main St., Redwood City, CA 94063 ($3.50 per copy for members, $4.50 for non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy; *Computer Programs; Evaluation Criteria; Glossaries; Guides; Input Output Devices; *Instructional Materials; *Microcomputers; Purchasing
IDENTIFIERS- *Computer Games

Intended for administrators or teachers with no prior knowledge of microcomputer applications in education, this document answers frequently asked questions about microcomputers focusing specifically on the use of microcomputers for computer assisted instruction (CAI), drill and practice, and instructional games. Background information covers functions of the microcomputer, educational issues, computer literacy, ways of introducing the topic of computers and applications to educators, a 6-step change process for implementing CAI, and barriers working against instructional uses of computers. Microcomputer hardware is discussed briefly, with emphasis on purchasing considerations, types of systems available, and compatibility. The software section contains a discussion of practical issues relating to software for microcomputers, a format for describing software, descriptions of commercial and public domain programs, instruments to evaluate software effectiveness, a sample program that has been evaluated, and resources for additional information. A list of sample questions which should be addressed by potential users, a glossary, and a 4-item bibliography are provided. (LMM)

ED 227 838 IR 010 632

Smith, Stuart L.
Electronics in Education: Impact of Technology on Curriculum, Teaching, and Learning.
Science Council of Canada, Ottawa (Ontario).
PUB DATE- 28 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adoption (Ideas); Basic Skills; *Computer Assisted Instruction; Educational Change; *Educational Innovation; *Individualized Instruction; *Institutional Role; Problem Solving; School Effectiveness; *Teacher Role; Teaching Methods; *Technology Transfer

The inabilitiy of the traditional education system to pay attention to the individual needs of students has been a central obstacle to effective education since the demand for universal education first led to the formation of rigidly-structured, large schools and classrooms. Use of computers now removes the need to teach all students the same material, in the same way, at the same time. Therefore, new approaches to assessing student progress and achievement may be needed, as well as new perceptions of what constitutes an educational institution. However, if the computer is introduced into the present institutions without major changes in teaching methods, teacher training and expectations, and administrative structure, then the power of these machines to aid education will be dissipated. Computers can be used to improve effectiveness and productivity, to teach basic skills requiring drill and practice, to provide an alternative to textbooks, and to free educators to effectively teach students to use information to solve specific problems. However, computers must not be used simply to automate the mistakes of the past. (LMM)

ED 227 824 IR 010 617

Olivero, James L.

Software Descriptions. Micro-computers: Atari, Apple, PET, TRS-80.

Association of California School Administrators.; Foundation for Educational Administration, Burlingame, Calif.

PUB DATE- 82

AVAILABLE FROM- Foundation for Educational Administration, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($5.75, per copy).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Elementary Secondary Education; *Instructional Materials; *Media Selection; *Microcomputers; Program Descriptions

IDENTIFIERS- *Computer Games

Each of the more than 200 educational software programs developed by both commercial and public domain sources which are described is intended for use with one of the four microcomputers most frequently used for instructional purposes--Atari, Apple, PET, and TRS-80. These descriptions are offered as a service for those who are just beginning to learn about microcomputer applications, and are not evaluations or recommendations. To promote effective use of the catalog, programs are listed by subject area, including art, business education, comprehensive (any subject), driver education, foreign language, language arts, mathematics, music, physical education, reading, science, social studies, and spelling. Grade level classifications are given, and descriptions are listed by grade level clusters (such as K-3), beginning with the lowest grade cluster and progressing to grade 12. Descriptions are organized in alphabetical sequence when there is more than one within a single cluster. Title, subject, grade level, computer system, description, and approximate cost are listed for each program. Both games and instructional programs are included. (LMM)

ED 227 839 IR 010 633

Ball, A.; And Others
First Montreal Workshop on Videotex Technology. Document de travail #112.
Montreal Univ. (Quebec).
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Business Communication; Cable Television; Charts; *Databases; *Design Requirements; Foreign Countries; Home Programs; *Information Networks; Information Retrieval; Input Output Devices; Library Automation; *Online Systems; *Telephone Communications Systems; *Videotex
IDENTIFIERS- Data Editing; Quebec (Montreal)

This report presents eight papers prepared for a workshop held in June 1980, which was planned to exchange ideas and experiences about, and arrive at a better understanding of, the technological issues that have an impact on videotex systems and their use. Papers emphasize alternative architectures for present and future videotex systems; database structures for supporting simple, user-oriented data retrieval facilities; and the role of information providers. Individual papers presented are (1) "Adaptation of Existing Library Databases to Videotex," by A. J. S. Ball; (2) "Providing Business Information to Prestel," by Brian Botten; (3) "Omnitel TM--An Integrated Broadband Distribution System for the Eighties," by J. J. Coyne; (4) "Database Structures for Videotex Applications," by Jan Gecsei and Gregor V. Bochmann; (5) "Integration of an Alphageometric Information System to a Two Way Coaxial Cable Network," by J. L. Houle; (6) a position paper by D. Leahy on viewdata systems; (7) "Presentation de STAR: (Source Telestel Acces Reseau)" (a minicomputer-based system designed to provide access to a videotex network), by D. Le Moign; and (8) "Preliminary Views on Data Base Architectures for Videotex," by Frank Wm. Tompa. A summary of topics discussed, a list of participants, and a bibliography are included. (LMM)

ED 227 854 IR 050 149

Trochim, Mary Kane
Academic Library Resource Sharing through Bibliographic Utility Program Participation. Executive Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Higher Education; *Information Networks; *Interlibrary Loans; Library Automation; Library Collections; Library Cooperation; *Library Networks; Library Technical Processes; *Online Systems; Research Libraries; Shared Services
IDENTIFIERS- *Bibliographic Utilities; OCLC; Research Libraries Information Network; Washington Library Network

This summary briefly outlines a separate report containing information on the growth of bibliographic utilities and academic library networking, as well as profiles of interlibrary loan activity at six academic libraries who are members or users of a major bibliographic utility. Applications of computer technology and network participation in academic libraries, and the major events in the development of computer-assisted library cooperation are summarized. A description of the major bibliographic utilities includes OCLC, the Research Libraries Information Network (RLIN), and the Washington Library Network (WLN). The Council of Library Resources' project to devise a standard telecommunications protocol for bibliographic information exchange among RLIN, OCLC, WLN, and the Library of Congress (LC) is also noted. A review of interlibrary loan programs provided by OCLC and RLIN precedes individual synopses of interlibrary lending at Indiana State University (Terre Haute, IN); Cornell University (Ithaca, NY); Lake Forest College (Chicago, IL); George Washington University (Washington, DC); St. Olaf College (Northfield, MN); and Ithaca College (Ithaca, NY). Statistics on individual library holdings and a list of interlending similarities and differences are provided. A consideration of issues for the future, particularly in regard to a national network of libraries, concludes this summary report. (ESR)

Interlending Section. Collections and Services Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Foreign Countries; *Interlibrary Loans; *International Organizations; Library Associations; *Library Collections; Library Cooperation; *Library Networks; Library Planning; *National Libraries; Periodicals
IDENTIFIERS- Canada; China; *Core Collections; United Kingdom

Papers on interlibrary lending which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Inter-Library Loan Service of the National Library of China," a description by Huang Jungui and Zhao Qikang (People's Republic of China) of the history, organization, purposes, and possible future enhancements of interlibrary loan services at the National Library of China; (2) "Core Collections of Journals for National Interlending Purposes," a review by Maurice Line and Brian Kefford (United Kingdom) of the general characteristics of core collections, the optimal means of identifying core lists of journals, and the development and maintenance of core collections, drawing on data and studies from the British Library Lending Division; and (3) "Interlibrary Lending Network Planning in Canada," a discussion by Hope E. A. Clement (Canada) of interlibrary lending in the evolving, decentralized, open Canadian library network situation, with a description of Canadian geographical, political, and cultural features which affect interlending, and current and future planning mechanisms. (ESR)

ED 227 883 IR 050 205

Statistics Section. Management and Technology Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Census Figures; Cost Indexes; Foreign Countries; *International Organizations; *Library Administration; Library Associations; *Library Networks; *Library Research; Library Services; *Library Standards; Management Information Systems
IDENTIFIERS- Australia; Bibliographic Utilities; Brazil; Canada; International Standards; *Library Statistics; *Standardization; United States

Papers on the application of statistics to library research and library administration which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Price Indexes for Library Materials: Steps toward International Standardization" by Frederick C. Lynden (United States); (2) "Australian Census of Library Services: A Pragmatic Approach" by Nick Mayman and G. G. Allen (Australia); (3) "Statistical Model for Data Analysis and Networks" by Daniel O. O'Connor (United States), which presents an evaluation model based on the probability of satisfying a request for services, and the average waiting time and average cost of satisfying a request; (4) "Viewpoint of a Network Administrator and a University Library Administrator," a review by Glyn T. Evans (United States) of the availability of statistical reports from bibliographic utilities and the use of OCLC distribution tapes as a source of management data; (5) "Aspects of Library Statistics in Brazil" by Maria Beatriz Pontes de Carvalho; (6) "Standardization of Statistics: The Experience of the Quebec University Libraries" by Claude Bonnelly (Canada) and other members of a statistics task force; and (7) "Library Management Information Systems: Concept, Potential, and Plan of Action" by Neal K. Kaske (United States), which discusses library management information systems at local, state, regional, national, and international levels. (ESR)

ED 227 897 JC 830 109

Parochetti, Jo Ann; And Others
Summer Bridge: Preparing Disadvantaged Vocational Students for Success.
Alvin Community Coll., Tex.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Career Exploration; *College Preparation; Community Colleges; Economically Disadvantaged; Educationally Disadvantaged; *High Risk Students; Minicourses; Program Development; Program Effectiveness; Reentry Students; School Holding Power; Student Development; *Student Personnel Services; Two Year Colleges

Summer Bridge, a 2-week, non-credit program of intensive career exploration and personal development offered to eligible freshmen at Alvin Community College, was instituted to enhance retention rates and achievement levels among high-risk students, particularly during their first semester at the college. The rationale for the program lay in the high dropout rate of disadvantaged students and the low grade point averages (GPA's) of persisters who did not receive support services. The program, designed to meet students' needs for early intervention, a positive, program-affiliated identity, and career goal-setting, focuses on specific objectives in the areas of human development, career exploration, and college survival skills. Participants are identified and recruited by admissions and counseling personnel on the basis of academic or economic disadvantage, or long absence from a school environment. Institutional support and credibility are ensured by inviting personnel from virtually every area of the college to participate in some aspect of the program, with an instructor/coordinator provided for every 7 to 15 students. Program outcomes have included successful completion of the first semester by all participants and the achievement of a GPA of at least 2.0 by 80% of the students. Among the benefits to the college have been cost savings due to higher retention rates and improved relations with the community. (HB)

ED 227 825 IR 010 618

Kimbrough, Kenneth L.
User Guide to the 1981 LC (Language Census) Database. Version 1.2.
California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bilingual Education; Census Figures; *Computer Oriented Programs; *Computer Programs; *Databases; Elementary Secondary Education; Information Networks; *Language Dominance; *Online Systems; Public Schools; State Programs; Statistical Data
IDENTIFIERS- *California State Department of Education; *School Census

This guide is designed to introduce potential users of the California Language Census data to a means of accessing that data using an online, interactive computer system known as "1981 LC." The language census is an actual count of the numbers of pupils with a primary language other than English in California public schools as of March 1 of each year. The primary objective of the database is to improve the ability of the California State Department of Education (CSDE) to respond to management and research needs for information about pupils and staff in bilingual education programs. Five sections present (1) an overview of the process of conducting the Annual Language Census--language determination, proficiency assessment and counting/reporting; (2) an introduction to the database and an illustration of its use through a hypothetical, typical online session; (3) a description of the various methods for searching the database and for displaying the search results; (4) a description of potential database uses, including examples of searches which might be used in conducting the everyday business of the CSDE; and (5) the details of the database elements and structure, which are the same as those seen throughout the 1981 LC online EXPLAIN facility. Users of this database should have at least a novice-level experience with the WYLBUR text-editor and the SPIRES information retrieval language, as implemented at the Stanford Center for Information Technology. (LMM)

ED 227 840 IR 010 634

Wright, John C.; Huston, Aletha C.
The Information Processing Demands of Television and "Media Literacy" in Young Viewers.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention; Children; Childrens Television; Cognitive Processes; *Comprehension; Elementary Education; *Programing (Broadcast); *Schemata (Cognition); Serial Ordering; *Story Telling; Television Research; *Television Viewing
IDENTIFIERS- Stimulus Characteristics

Children's attention to and comprehension of television programs were studied by comparing the effects of viewing continuous stories (i.e., those with meaningful plots brought to resolution) and magazine-format programs containing unrelated bits of entertainment. Effects of program pacing were also studied. Multiple programs, differing in content, were developed for each of four design cells (high/low pace by high/low continuity). Participants were 160 children divided into two age groups (kindergarten/first and third/fourth grades). Visual fixation of the television monitor was recorded during viewing of two programs in same-sex pairs, and children were then tested individually for comprehension and recall of both programs, using a non-verbal procedure requiring the child to order five still photographs from the program and five from a single segment. Control scores were obtained by having children order photos from one program which they had not viewed. Results indicated that the integrated stories can be effectively used to promote both attention and comprehension at an early age, because children clearly responded to and used the organizational structure provided by television stories even when the stories were low pace. Twelve references, and tables showing study design and attention and comprehension data are included. (LMM)

ED 227 855 IR 050 150

Rickes, Persis
College and University Libraries in Connecticut Public Institutions of Higher Education. BHE Reports R-6-81.
Connecticut State Board of Higher Education, Hartford.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Charts; Community Colleges; Higher Education; *Library Collections; *Library Expenditures; *Library Personnel; Postsecondary Education; Public Education; State Colleges; Tables (Data); Technical Institutes
IDENTIFIERS- *Connecticut; *Library Statistics; University of Connecticut

This report presents data on academic libraries in Connecticut, as reported by public colleges and universities in the Higher Education General Information Survey (HEGIS) conducted in the fall of 1979. Information is included on the size and composition of library collections, which totaled nearly 6 million items; on library staff and student assistance, with a total of 360 staff members and 316,902 hours of student assistance; and on library operating expenditure, which amounted to over $8 million. Tables display comparative data for each institution and subtotal figures for state colleges, regional community colleges, and state technical colleges. Separate statistics are also given for the University of Connecticut and the University of Connecticut Health Center. Pie charts relate library expenditures to other educational and general expenditures at Connecticut's public postsecondary educational institutions. (Author/ESR)

ED 227 870 IR 050 191

Official Publication Section. Collections and Services Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cataloging; *Classification; Definitions; Foreign Countries; *Government Publications; Institutional Cooperation; *International Organizations; Library Associations; Library Automation; *Library Collections; Library Surveys; Library Technical Processes; Use Studies
IDENTIFIERS- Canada; Libya; United Kingdom; United States

Papers on the collection and processing of official or government documents which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "The Definition of Official Publications" by E. Johansson (United Kingdom), which provides a proposed definition and a 1979 IFLA discussion paper on official publications; (2) "CODOC: A Canadian System for Processing Government Publications," a description by Virginia Gillham (Canada) of a simple computer-based system--originally called the Guelph Document System--which permits nonprofessional library staff to create bibliographic records for individual government publications; (3) "Study of the Availability and Use of Official Publications in Libraries," a report by J. J. Cherns and E. Johansson (United Kingdom) on the interim results of a questionnaire survey of 593 libraries in 72 countries, covering the acquisition, availability, and use of official publications within libraries; (4) "Libyan Official Publications," a description by Abubaker M. El-Hush (Libya) of the type, number, source, and subject coverage of Libyan government documents; and (5) "Bringing U.S. Government Publications into the Mainstream of Library Cataloging Systems," a discussion by Bernadine E. Abbott Hoduski (United States) of problems in both Library of Congress (LC) and Superintendent of Documents (SuDoc) cataloging of government publications, and the recent cooperation between libraries, bibliographic utilities, and government agencies in the cataloging of government documents. (ESR)

ED 227 884 IR 050 206

Management and Technology Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Contracts; *Copyrights; Global Approach; *Information Dissemination; *Information Networks; *International Organizations; International Relations; Library Associations; Online Systems; *Privacy; Telecommunications
IDENTIFIERS- Bibliographic Records; *Information Exchange Procedures; *Information Transfer; Machine Readable Data

Two papers on copyright and privacy considerations of international information transfer were presented at the 1982 International Federation of Library Associations (IFLA) conference. In "Findings of the IFLA International Study on the Copyright of Bibliographic Records in Machine-Readable Form," Dennis D. McDonald, Eleanor Jo Rodger, and Jeffrey L. Squires (United States) describe the methodology and results of a King Research study which found that: (1) present copyright laws are not adequate to govern the international exchange of machine-readable bibliographic data; (2) the most feasible methods of governing such exchanges currently are detailed bilateral exchange agreements specifying the rights and responsibilities of exchange partners; (3) economic uncertainties and producers' continuing desire to control the redistribution of their records may lead to restrictions on international exchange; and (4) organizations such as IFLA must develop and promote mechanisms for the open discussion and analysis of economic, financial, and political differences. Implications of Transborder Data Flows (TDF) to Library Networks" by Hugh P. Donaghue (United States) reviews concerns about the electronic movement of data across national borders for storage and/or processing by a computer. Viewpoints from France, Brazil, multinational corporations, and the international library community are briefly presented. (Author/ESR)

ED 227 898 JC 830 111

McQuay, Paul L.; Bronk, Carol G.
Computer Service Technology (An Associate Degree Program).
Delaware County Community Coll., Media, Pa.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Computers; *Computer Science Education; Employment Projections; *Labor Market; Program Descriptions; Program Design; *Program Development; Salaries; *Technical Education; Two Year Colleges
IDENTIFIERS- *Computer Service Occupations

Delaware County College's (DCC's) computer service technology program is described in this paper, along with job market needs for computer personnel in Delaware County and nationwide. First, the type of work performed by computer service technicians and the areas in which they are employed are outlined. Next, the objectives of DCC's program are identified, i.e., enabling students to: (1) diagnose and solve systems problems; (2) diagnose and troubleshoot hardware and software problems; (3) differentiate between hardware and software problems; (4) construct hardware prototype systems; (5) generate software; (6) analyze signal flow on a systems level; (7) perform system calibration and testing; and (8) interface terminals and peripherals with computer systems. Then, a brief analysis of the national computer service job market projects an increase from 83,000 to 160,000 jobs in the next decade; an overview of local salaries reveals them to range between $13,000 and $17,000; and comments from local employers indicate a substantial and growing demand for computer personnel. Next, lists are provided of potential employers in the Delaware Valley area; the members of the Computer Service Technology Advisory Committee; and the courses offered and credits available in DCC's four-semester program. After the needs addressed by the program, the constraints on its establishment, and program and capital costs are specified, enrollment projections and advertising methods are discussed. (HB)

ED 227 903 JC 830 125

Deiro, Judy
Prior Learning Experiences: Handbook for Portfolio Process. Alternative Learning Experiences.
Whatcom Community Coll., Bellingham, Wash.
PUB DATE- 83
AVAILABLE FROM- Whatcom Community College, 5217 Northwest Road, Bellingham, WA 90226 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *College Credits; Community Colleges; Educational Experience; Employment Experience; *Experiential Learning; *Portfolios (Background Materials); *Prior Learning; Two Year Colleges

This handbook presents information to aid students in applying for prior learning credit at Whatcom Community College (WCC). First, introductory material outlines the types of activities that may qualify a student for prior experiential learning credit and presents a flowchart illustrating the accrediting process. Next, a step-by-step guide is provided for developing a portfolio, that is, a written statement describing and documenting prior learning. The 12 steps are: (1) clarify career and educational goals; (2) write an autobiography; (3) determine life experiences that contributed to learning; (4) categorize learning according to department and program; (5) develop a career plan; (6) develop a competency statement for each course equivalent; (7) write descriptions of experiences and learning; (8) develop a rationale for each requested course equivalent; (9) document learning experiences; (10) supply an annotated bibliography for course equivalents; (11) negotiate evaluation for each course equivalent; and (12) compile completed portfolios. Samples, case studies, forms, worksheets, and checklists are provided where appropriate. Questions relating to portfolio development are then posed and answered. Appendices include criteria for granting credit; information on credit policies, guidelines, and evaluation methods; a sample portfolio; a list of academic departments and subjects; and student notebooks. (HB)

ED 227 917   JC 830 153

Rasor, Richard A.; And Others
Implementing Instructional Program Review: A Mini-Accreditation Approach to Self-Evaluation in Community Colleges.
American River Coll., Sacramento, CA.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavioral Objectives; Community Colleges; Data Collection; *Evaluation Criteria; *Evaluation Methods; Models; Performance Factors; *Program Evaluation; *Self Evaluation (Groups); Two Year Colleges

Guidelines are presented for implementing the self-evaluation model for instructional programs developed at American River College (ARC). After stating the reasons for conducting program reviews, the paper describes ARC's model, which uses a mini-accreditation approach to assess the extent of goal attainment within a broad category of activities and outcomes referred to as data elements. After recommending the department/program as the unit of evaluation and a 4-year cycle for reviews, the paper identifies departmental charges as identifying goals, translating goals into specific objectives, collecting and analyzing data, writing a self-evaluation report, and arranging for an outside review. Next, suggestions are offered regarding departmental involvement, the final report, objectives, and the use of the external visiting team. Following an outline of the steps involved in setting goals and objectives, the 13 data elements required in the review process are discussed, i.e., history of the department and forecast of future trends; information on similar programs offered by nearby colleges; enrollment trends; departmental costs; student characteristics and skill levels; academic standards, and retention and achievement rates; job placement data; consumer opinion of program graduates; opinions and performance of graduates; student opinions of courses; professional growth and achievement recognition of staff; curriculum and texts; and adequacy of support functions. Optional data elements and a sample statement of student objectives are included. (HB)

ED 227 948 PS 013 429

Cudaback, Dorothea; And Others
Age Keyed Parent Education Newsletters: Results of a National Survey. Revised Edition.
PUB DATE- 22 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Extension Education; *Information Dissemination; Information Utilization; *Material Development; National Surveys; *Newsletters; Parent Attitudes; *Parent Education; *Parent Materials; Summative Evaluation; User Satisfaction (Information)

A nationwide study was conducted of production by state cooperative extension offices of age-keyed parent education newsletters for expectant parents and parents of children under 5 years of age. Information was collected on a questionnaire sent to the person in each state cooperative extension program responsible for parent education. Responses were received from each of the 50 states, the District of Columbia, and Guam. Findings indicated that the use of newsletters by extension programs is widespread and growing. While some newsletters were written for teen and low-income parents, most were directed toward middle-class, married, fairly well-educated parents. Those who managed extension programs saw the distribution of newsletters as a cost-effective way to reach otherwise unreachable families with timely and valuable parenting and child development information. Additional related data were gathered through evaluations of three parent information series produced in Iowa, California, and Arizona. The great majority of parents who completed evaluation questionnaires in these three states found the information provided useful in promoting their self-confidence as parents, improving their knowledge of child development, and increasing their ability to be effective nurturing parents. (The nationwide survey questionnaire and survey data are appended.) (RH)

ED 227 932 PS 013 109

Wile, Elizabeth M.
What to Teach Your Child: A Handbook for Parents of 4-6 Year Olds. (Lo Que Pueden Ensenarles a Los Ninos: Un Manual Para Padres De Ninos De 4 A 6 Anos).
REPORT NO.- ISBN-0-8454-2182-4
PUB DATE- 78
AVAILABLE FROM- The Continental Press, Inc., 520 East Bainbridge Street, Elizabethtown, PA 17022 (Paper, $1.88; 5 or more copies, $1.25 each).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- *Basic Skills; Communication Skills; Early Childhood Education; Guidelines; Language Skills; Parent Education; *Parent Role; Psychomotor Skills; *Teaching Methods; *Young Children
IDENTIFIERS- *Parenting

Prepared specifically for parents of children ages 4 to 6, this brief guide (available in English or Spanish) provides basic information about what basic skills children should master, and how parents can help them acquire these skills. Ideas and suggestions are given for teaching such basic skills as controlling large and small muscles, understanding words and numbers, becoming independent and responsible, developing coordination, learning to read and write, and observing and listening. The booklet is easy to read, simple to understand, and includes pictures to illustrate the ideas. (MP)

ED 227 965 . PS 013 454

Pellegrini, Anthony D.
Identifying Causal Elements in the Thematic-Fantasy Play Paradigm.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; Conflict Resolution; Grade 1; Group Structure; Kindergarten; *Listening Comprehension; Long Term Memory; Lower Class; *Pretend Play; Primary Education; Questioning Techniques; *Reading Aloud to Others; Sex Differences; Short Term Memory; *Training; *Young Children

The intent of this study was to examine the effectiveness of elements of the thematic-fantasy play training paradigm in facilitating children's immediate and maintained story comprehension. Thematic-fantasy play was defined as play in which children enact themes and events not related to their everyday experience, as when they act out a fairy tale. A total of 192 children in kindergarten and first grade (balanced for sex) were randomly assigned to one of four groups: adult-directed play, peer-directed play, accommodation questions, or control. Children were read different books on three occasions and exposed to their respective treatments after each reading. Following the third session, story comprehension was measured by a 10-item criterion referenced test, a story recall task, and a sequential memory task. Maintenance effects were measured 1 week later for the first two measures. Results generally indicated that adult tuition was not an important element for players. In terms of immediate comprehension, fantasy re-enactment was generally more effective than were accommodation questions. For maintained comprehension, accommodation questions were generally as effective as the play conditions. The point is made in conclusion that results should be interpreted cautiously. (Author/RH)

ED 227 904 JC 830 126

Cooperative Education Student Guide.
Dallas County Community Coll. District, Tex.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavioral Objectives; College Credits; Community Colleges; *Cooperative Education; Experiential Learning; Instructor Coordinators; Performance Contracts; Student Responsibility; Teacher Responsibility; Two Year Colleges; *Work Experience Programs

Designed for students in the Dallas County Community College District's (DCCCD's) cooperative education program, this guide provides information on obtaining college credit for the development and achievement of learning objectives through current work experience. After introductory material on the benefits of participating in the program, questions are answered concerning credit limits, qualifications for enrollment, transferability of credit, employer responsibilities, grading procedures, and other aspects of the program. The following sections provide: (1) guidelines for cooperative education in the District with respect to determination of college credit, prerequisites, instructor/coordinator involvement, orientation meetings with students, and on-site visitations; (2) an outline of the responsibilities of students, instructors, and employers; (3) a semester calendar charting student passage through the program; and (4) a sample cooperative education training station agreement form. Next, the guide explains the establishment and achievement of on-the-job learning objectives, providing step-by-step instructions and worksheets and other forms to be used in developing learning objectives and reporting on their achievement. Finally, sample monthly time cards are presented. (HB)

ED 227 918 JC 830 155

Federal Funding to Two Year Colleges, Fiscal Year 82.
National Council for Resource Development, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Awards; Block Grants; *Categorical Aid; Community Colleges; *Educational Finance; Educational Trends; *Federal Aid; *Federal Programs; Financial Policy; *Financial Support; Government School Relationship; National Surveys; Retrenchment; *Two Year Colleges

Data on federal funding to two-year colleges are provided in this report for fiscal year (FY) 1982. After introductory material on the development and uses of the report, tables provide financial data for the federal categorical aid programs of the following units: (1) University Year for Action; (2) Department of Education--Educational Research and Improvement, International Education, Postsecondary Education, and Vocational and Adult Education; (3) Department of Energy--Educational Program Division; (4) Department of Health and Human Services; (5) Department of Labór; (6) National Endowment for the Arts; (7) National Endowment for the Humanities; (8) National Institute of Mental Health; and (9) National Science Foundation. For each federal funding program, the report provides FY 1982 figures contrasted with FY 1981 figures for dollars authorized, dollars appropriated, dollars obtained by two-year colleges, total number of awards, total number of proposals submitted, number of awards to two-year colleges, and number of proposals submitted by two-year colleges. Finally, a summary of FY 1982 funding and a prospectus for FY 1983 are presented for each program, revealing that a lesser amount of money and a reduced number of programs were available to two-year colleges for FY 1982 and that funding reductions will continue in 1983 as some programs are phased out and others are absorbed into block grants. (HB)

ED 227 933 PS 013 371

Rawl, Ruth K.; O'Tuel, Frances S.
Mathematics Achievement in Young Children Is Increased with a Cognitively Oriented Curriculum.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Action Research; *Cognitive Development; Comparative Analysis; *Instructional Improvement; *Kindergarten Children; *Mathematics Achievement; Primary Education; *Teaching Methods
IDENTIFIERS- *Behaviorism; *Theoretical Orientation

In order to determine which kind of mathematics program would produce the best results for kindergarten children, three programs from different theoretical perspectives were developed. The first program, behavioristic in focus, made use of texts, worksheets, and seatwork. The second, cognitive-developmental in outlook, stressed conceptualization of numbers and number systems through manipulatives, games, puzzles, simulations, field trips, and the frequent use of three-dimensional objects. The third program, labeled "eclectic," included total group responses, high structure, and much repetition; activities included both textbook seatwork and some worksheets, along with games and simulations. A total of 96 children from six public kindergarten classes in three elementary schools in Fairbanks, Alaska, participated in the study. Children were pretested with the Metropolitan Readiness Test. The Comprehensive Test of Basic Skills, Level A, was administered as a posttest. Results revealed that the cognitive-developmental approach yielded significantly higher achievement in mathematics than either of the other approaches. The mean score for children in the behavioristic group was higher than that of the eclectic group, but the difference was not significant, nor were any sex-by-treatment interactions found. These results are considered remarkable in view of the fact that the children in the behavioristic program scored significantly higher before treatment and that twice as many adult instructors were present in this program as were present in either of the other two approaches. (Author/RH)

ED 227 949 PS 013 430

Sparkes, Kathleen K.
Compliance & Noncompliance in Preschool Centers in Taiwan.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Environment; *Classroom Techniques; Foreign Countries; Observation; *Preschool Children; Preschool Education; *Socialization; Student Teacher Relationship; *Teaching Styles
IDENTIFIERS- *Compliance (Behavior); Context Effect; Taiwan

An exploratory look at Taiwanese preschool children's compliant and noncompliant behaviors, how teachers responded to the behaviors, and the activity settings in which they occurred is offered in this paper. Observations were made in 10 different preschool centers in the city of Taipei; 5 were laboratory schools and 5 were private centers. A total of approximately 2 hours was spent observing at each. Through the use of the narrative-description method, examples of the most common forms of compliance, as well as specific anecdotal notes of each observed incidence of noncompliance, were recorded. In most cases, children were positively engaged as a group in simultaneously performing the same activity; thus, any noncompliant behavior was very noticeable. Observations (conducted in activities settings involving large-group instruction or stories, music and movement, art, transition time, and snack and lunch time) revealed that noncompliance occurred very infrequently. Compliant behavior was found to be typically cheerful, relaxed, and matter of fact. Factors that might account for the observed behaviors are discussed; these include teaching style, the nature of teachers' verbal behavior, the daily schedule of Taiwanese preschools, the relationships between closed- or open-structure activity settings, and the stringency of teachers' requirements for uniformity in children's behavior. (RH)

ED 227 981 RC 013 936

Brod, Rodney, L.; Brod, Mary Jean
Native American Students in Basic Skills Mathematics at the University of Montana.
Montana Univ., Missoula.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *American Indian Education; College Mathematics; *College Students; *Comparative Analysis; Higher Education; *Mathematics Achievement; *Remedial Mathematics; Services; *Student Characteristics
IDENTIFIERS- *University of Montana

The purpose of this research study is to look at the effectiveness of the Remedial Math Program at the University of Montana (UM) for Native American students in preparing them for entry into regular college math sequences. The sample consisted of all (1,110, of whom 77 were Native Americans students) enrolled in UM Basic Skills course (Math 001/100) during the 1979-80 academic year. Analysis of the 1979-80 basic skills mathematics students showed that Native American "remedial" students were more likely to have had fewer high school math courses and such courses tended to have been of lower level math and taken less recently; both non-Native Americans and Native American basic skills students were most often business administration majors, followed by undecided and arts and sciences majors; and both groups shared similiar profiles in regard to official class rank (over 70% were freshmen). In regard to college math experience, Native Americans obtained lower placement scores, more often reported prior enrollment in "remedial" math programs, and showed a significantly higher percentage who began at the lower Math 001. Beyond organizational and structural improvements, special support services had a positive impact on the Native American student performance. (ERB)

ED 228 040 SE 040 914

Stake, Bernadine Evans

Plato and Fourth Grade Mathematics.

PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Computer Oriented Programs; *Elementary School Mathematics; Fractions; Grade 4; Graphs; Individualized Instruction; Intermediate Grades; Lesson Plans; *Mathematics Instruction; *Number Concepts; *Teaching Methods; Whole Numbers
IDENTIFIERS- *Mathematics Education Research; *PLATO

Work with PLATO, a computer-based teaching system which provides a means for individualizing instruction, is described. Children sit at terminals and respond to directives and questions on the screen by touching it or by typing a message. PLATO responds, and prescribes work in accordance with the child's previous performance. Curricular materials for teaching mathematics to pupils in grades 4-6 have been programmed, with strands on graphs, whole numbers, and fractions. How three children in one classroom interacted with PLATO is described and discussed. The vignettes try to portray the complexities of implementing PLATO mathematics in the classroom. The teacher's reactions to the use of PLATO are presented, along with excerpts from the logs she maintained for 2 years. An appendix lists the lessons available on PLATO. (MNS)

ED 228 025 RC 013 992

Massey, Sara; Crosby, Jeanie
Preparing Teachers for Rural Schools.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Characteristics; *Community Involvement; *Education Courses; Higher Education; *Multigraded Classes; Noninstructional Responsibility; *Rural Schools; Rural Urban Differences; Student Experience; *Teacher Education Programs
IDENTIFIERS- *Generalists

The paper focuses on the differences which characterize rural schools and suggests ways in which teacher preparation programs might train beginning teachers specifically for rural schools. Section 1 describes ways in which teacher preparation programs can help prospective teachers prepare for the breadth of responsibilities expected in rural schools, i.e., increase the number of content areas in which students are prepared to work, and develop students' skills in integrating the curriculum. Section 2 and 3 provide discussions and suggestions relevant to the student teacher being prepared to deal with the rural community. The sections suggest: students' understanding of the roles of the community in American schooling should be expanded, students' experience with close relationships between a community and its schools be increased, students' skills in accessing information and other resources be developed, and students' self-sufficiency be developed. (AH)

ED 227 995 RC 013 953

Tests for American Indians.

Educational Testing Service, Princeton, N.J. Test Collection.

PUB DATE- Jan 82
AVAILABLE FROM- Test Collection, Educational Testing Service, Princeton, NJ 08541 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indian Education; American Indian Languages; American Indians; *Aptitude Tests; Diagnostic Tests; *Educational Diagnosis; *Educational Testing; Elementary Secondary Education; *Language Tests; Navajo; Nonverbal Tests; Preschool Education; Preschool Tests; Self Concept Measures; *Standardized Tests; Tribes; Value Judgment; Vocational Aptitude
IDENTIFIERS- Miccosukee (Language)

The revised annotated bibliography describes 29 standardized tests appropriate for use with American Indians from preschool through high school levels, furnishing authors, copyright date, appropriate age level, physical format (microfiche), and publisher. A separate listing provides names, addresses, and telephone numbers of 11 major U.S. publishers of standardized tests. Test not included in previous list are: (1) Adaptation of Clark and Clark Doll Test and Bogardus Social Distance Scale (measures racial self-concept of 3-8 year olds); (2) Assessment by Behavior Rating (indicates individual strengths or weaknesses of 2-4 year olds); (3) Criterion-Referenced Test: MGS/CR Test for grades K-8 (evaluates students' progress and teachers' effectiveness); (4) Here I Am--Where Do I Want to Go? A Career Interest Survey for Native Americans; (5) National Study of American Indian Education (instruments used with Indian youth, ages 10-18); (6) Self-Esteem Inventory (measures self-esteem of students with low reading ability in grades 9-12); (7) Stanford Early School Achievement Test, Level I, Navajo Edition (for preschool Navajo speakers); (8) Test of Oral Language Proficiency (for non-English speakers in grades K-8); and (9) Value Orientation Scale (measures cultural values of Indians and non-Indians for grades 6-9). (ERB)

ED 228 010 RC 013 971

Bia, Fred; And Others
Our Community -- Today and Yesterday. Book One (Nihil Hahoodzodoo -- Diijiidi doo Adaadaa. Naaltsoos T'aala'i Gone Yits'iligii). Fourth Grade Navajo Bilingual-Bicultural Social Studies Curriculum.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.

SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock Demonstration School, Star Route One, Rough Rock AZ 86503 ($12.00).
LANGUAGE- English; Navajo
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *American Indian Education; *Community Characteristics; *Environmental Influences; Grade 4; Human Resources; Intermediate Grades; Local History; Natural Resources; Navajo; *Social Studies; Units of Study; Weather
IDENTIFIERS- *Arizona (Rough Rock); *Navajo (Nation)

Presented in five chapters, book 1 of the Rough Rock fourth grade Navajo social studies program text is written in Navajo and English. The first chapter is on the community of Rough Rock (Arizona) illustrated by photographs of the community and people. Chapter II discusses the four elements (air, water, earth, and fire) the community needs to survive. Chapter III tells about the weather and the community explaining the four seasons, the cycle of rain (both the Navajo version and scientific version), and the need for different types of weather. Chapter IV looks at plants and animals in Rough Rock. Presented are a geographical description of Rough Rock, effects of elevation on weather and plant life, animal life in the community, and how Navajos take care of the land. Chapter V is on the people and our community. Chapter topics include: people's dependence on plants for food, use of human resources in the community, the helping relationship of Navajo families, and what makes a community. At the end of each chapter is a list of vocabulary building words spelled in Navajo and in English. (ERB)

ED 228 041 SE 040 915

Lave, Jean
Cross-Situational, Cross-Cultural Comparison of the Learning and Use of Problem Solving Skills. Final Report.
California Univ., Irvine. School of Social Sciences.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 82
GRANT- NIE-G-81-0092
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Arithmetic; Case Studies; Cognitive Processes; Computation; Educational Research; Epistemology; Food Stores; Learning Theories; *Mathematical Applications; *Mathematics Education; *Mathematics Skills; *Problem Solving
IDENTIFIERS- *Mathematics Education Research

This is the final report for a study whose original purpose was to develop a general theory of the situational constraints imposed by the routines of everyday life on arithmetic skills. Section 1 reviews the goals laid out in the proposal in relation to what was accomplished. Section 2 is the draft of "Everyday Cognition: Its Development in Social Context." It presents a theory of problem solving as interaction between setting and activity. Section 3 is the draft of another manuscript, "The Dialectical Constitution of Arithmetic Practice." (MNS)

ED 228 026 RC 014 012

Valle, Victor M.
Cuatro Modelos para Disenar Actividades de Capacitacion de Docentes (Four Models to Design In-Service Teacher Training Activities).
Organization of American States, Washington, D.C. Dept. of Educational Affairs.
PUB DATE- Jul 81
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage..
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; Decision Making; Diagrams; *Inservice Teacher Education; *Models; Program Design; *Program Development; *Systems Approach; *Teaching Methods
IDENTIFIERS- Houle (Cyril O); Knowles (Malcolm S); Nadler (Leonard); Tracey (William R)

In designing inservice teacher training activities, it is necessary to apply educational principles and teaching and learning techniques which are suitable for adult education programs. Four models for designing inservice teacher training programs are the Malcom Knowles Model, the Leonard Nadler Model, the Cyril O. Houle Model, and the William R. Tracey Model. Emphasizing a process that takes into account the learner participation in organizing the training activity, the Knowles Model consists of seven steps. Based on the "critical events" of a training process, the Nadler Model focuses on the type of work which should be done by an individual. A fundamental characteristic of this model is that evaluation occurs at each step of the process. Including seven sequential points of decision-making, the Houle Model involves the first point reacting to the last point. Utilizing the "systems approach," the Tracey Model consists of 15 steps grouped into 3 categories: system needs, development, and validity. These four models are briefly described and illustrated with a diagram. For a more detailed description of each model, a bibliographic reference is provided. (Author/NQA)

ED 227 996 RC 013 954

Tests of English as a Second Language 1940-1980 .
Educational Testing Service, Princeton, N.J. Test Collection.

PUB DATE- Mar 82
AVAILABLE FROM- Test Collection, Educational Testing Service, Princeton, NJ 08541 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Achievement Tests; Adult Education; *Aptitude Tests; Bilingual Education; Bilingualism; Diagnostic Tests; Elementary Secondary Education; *English (Second Language); *Language Proficiency; *Language Tests; Preschool Education; Screening Tests; Second Language Learning; Spanish; Standardized Tests

Arranged alphabetically by title, the bibliography lists 92 tests, designed for use with students ranging from preschoolers to adults, that are measures of proficiency in English as a second language. Each citation provides title, author, copyright date, age level suitability, publisher, and a brief annotation describing the purpose of the test. Dates of tests range from 1940 to 1980, with the majority being dated from 1970 to 1980. The bibliography includes tests to measure: language dominance in Spanish and English; English language proficiency; inventory of natural language; bilingualism (oral and syntax); comprehension of English language; bilingualism of Chinese students; oral communication; oral language development; language usage in the home; Navajo-English language dominance; oral English-Spanish proficiency; oral production and aural comprehension of adults; and linguistic skills of bilingual students. The document also contains addresses of the 46 publishers of the cited tests. (ERB)

ED 228 011 RC 013 972

Jacobs, Linda
Plant Communities of Rough Rock.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock Demonstration School, Star Route One, Rough Rock, AZ 86503 ($6.00 set of 21).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; Clothing; Elementary Secondary Education; *Food; Natural Resources; *Plant Growth; *Plant Identification; Units of Study
IDENTIFIERS- Arizona (Rough Rock); *Folk Medicine; *Navajo (Nation)

A unit of study on plants grown in the Navajo community of Rough Rock, Arizona, is presented in sketches providing the common Navajo name for the plant, a literal English translation, the English name of the plant, and the Latin name. A brief description of each plant includes where the plant grows, how the Navajos use the plant, and the color and effects of the plant. Plants included in the unit of study are pinyon pine, Utah juniper, narrowleaf yucca, Spanish bayonet, crimson hedgehog, wild celery, prickly pear cactus, hymenopappus, penstemmon, bristly hidden flower, globemallow, sego lily, sand verbena, tomatillo, and shadscale. Other plants described are scarlet gilia, heart-leaved twist flower, Mormon tea, cliffrose, lupine, serviceberry, fendler bush, Douglas fir, Ponderosa pine, and locoweed. (ERB)

ED 227 966 PS 013 455

Lundsteen, Sara W.

A Developmental Comparison Between Preschool and Middle School Social Problem Solving in Two Countries.

PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; Cognitive Development; *Cognitive Style; Comparative Analysis; Cross Cultural Studies; Elementary Education; *Elementary School Students; Foreign Countries; *Group Discussion; Observation; *Personal Autonomy; *Preschool Children; Preschool Education; *Problem Solving; Rating Scales; Social Problems; Teacher Behavior; Training
IDENTIFIERS- *Social Problem Solving; Sweden

Several studies were conducted to investigate the nature and development of creative social problem solving among older and younger children in Sweden and the United States. First, the behaviors of older children were investigated formally in a large-scale experimental study of California 10-year-olds. Results indicated that children receiving problem-solving training through the inductive discussion method performed significantly better than controls on several measures of social problem solving. A partial replication of the study was made in Sweden, in which a new data collection method was employed: actual in-class group discussions designed for creative problem-solving training were coded. The development of the variable of autonomy appeared salient among Swedish children. Attention was next turned toward kindergarten children in Sweden to see which problem-solving variables were operating among the younger group. Results indicated that kindergarten children were capable of offering reasonable and creative ideas as to causes and solutions of social problems. American preschool counterparts were then studied to check the validity of hypothesized universals. Relationships between learning styles and problem-solving discussions were investigated. (The concluding section of the report offers comparison of cross-cultural problem-solving behaviors. Related materials are appended, including The Problem Solving Observation Scale Matched to Four Learning Styles, intended for the young child.) (RH)

ED 227 982 RC 013 937

Coppedge, Robert O.

To Grow or Not to Grow: Questions about Economic Development. Small Town Strategy.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-53
PUB DATE- Jun 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Change Strategies; Community Attitudes; Community Benefits; *Community Change; *Community Development; *Community Resources; *Economic Climate; Economic Development; Human Resources; Leaders Guides; Natural Resources; Rural Development; *Socioeconomic Influences
IDENTIFIERS- *Small Towns

Part of the Small Town Strategy series, this publication is designed to help communities decide whether further local economic growth is possible and desirable. The publication provides a discussion outline to be used to study the costs and benefits of growing or not growing. Questions are listed which should be raised by the community when considering a particular type of development (i.e., industrial, business, agricultural, and recreational development; general population growth; and rising incomes and demands of local residents). The questions, followed by comments, are divided into five areas: identifying local interest, local resources, types of growth, fiscal effects, and economic effects. Some of the questions and comments pertain to community attitudes and goals, economic costs and benefits, natural and human resources, housing availability, transportation, cooperation between the community and neighboring communities, public facilities and services, tax revenues, and community trade. Some questions may require the collection of data. (NQA)

ED 228 042 SE 040 916

Lave, Jean; And Others
The Mature Practice of Arithmetic Problem Solving in the Daily Lives of Americans. Final Report.
California Univ., Irvine. School of Social Sciences.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 82
GRANT- NIE-G-78-0194
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Arithmetic; Calculators; Case Studies; Cognitive Processes; Computation; *Daily Living Skills; Educational Research; Epistemology; Food Stores; Learning Theories; *Mathematical Applications; *Mathematics Education; *Mathematics Skills; Measurement; Money Management; *Problem Solving
IDENTIFIERS- *Mathematics Education Research

This report on the Adult Math Skills Project includes sections on theory, empirical studies, and their implications. Section 1 presents an overview, noting that activity and setting are seen as mutually creating, sustaining, and changing the nature of problem solving. The empirical studies involved: (1) arithmetic practices among grocery shoppers; (2) the acquisition of arithmetic skills by new members of a dieting group; (3) the management of money-flow through households; and (4) an exploration of the backgrounds and customary procedures of participants in the first two studies. Section 2 introduces the theoretical perspective of the project, using the money management study and other data for illustrations. In section 3, the various arithmetic tasks designed and carried out with 35 participating adults are described, followed by an analysis of the character of links between school-learned and everyday arithmetic. Section 4 analyzes the grocery shopping activity. Finally, section 5 discusses the implications of the studies for educational policy in the United States. An appendix contains the tests and tasks administered. (MNS)

ED 228 027 RC 014 013

Valle, Victor M.
Reflexiones Sobre la Capacitacion de Docentes (Reflections on In-Service Teacher Training).
Organization of American States, Washington, D.C. Dept. of Educational Affairs.
PUB DATE- Aug 81
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Definitions; Educational Objectives; *Educational Strategies; *Evaluation Criteria; Experiential Learning; Global Approach; *Inservice Teacher Education; Learning Processes; School Community Relationship; Teacher Characteristics; *Teacher Role; *Teaching Methods

Everyone concerned with educational systems performance agrees that the improvement of teaching qualities is a high priority in any educational effort. Teachers are assigned the role of change agents and are presented with new challenges, e.g., to make education global and permanent, flexible enough to serve in any environment (in or out of the classroom) for life, and reflective of the community. Teachers have to learn to adapt creatively to changes in science and technology and to prepare generations who are universal, critical, and creative and who have firm identities with their sociocultural background. However, a realistic approach to inservice teacher training should consider that teachers are ordinary human beings with their virtues, defects, duties, and rights. Providing some reflections on inservice teacher training, this paper discusses the rationale for and gives a definition of inservice teacher training. Some characteristics of managers in charge of teacher training programs, the criteria for evaluating the qualities of a training program, and some considerations on suitable methods for teacher training are also provided. A diagram of a learning model based on experience and a chart of 16 steps for learning to learn are included. (NQA)

ED 227 905 JC 830 127

Peterson, Jane

Instructor Resource Manual for Cooperative Education Seminars: Why Are Communication Skills Important Today? and Speaking and Listening. Cooperative Education, Book 1.

Richland Coll., Dallas, TX.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Communication (Thought Transfer); *Communication Skills; Community Colleges; Instructional Materials; Instructor Coordinators; Interpersonal Communication; *Job Skills; Job Training; Learning Modules; *Listening Skills; Speech Communication; *Speech Skills; Two Year Colleges

The first in a series of manuals designed for instructor/coordinators of Richland College's cooperative education seminars, this volume contains two learning modules focusing on basic communication and speaking and listening skills. First, the manual examines the growing emphasis on communication skills in business, emphasizing changes in corporate structure and philosophy, the amount of work time spent communicating, and the costs of ineffective communication in business. Next, the module on the basics of communication discusses the role of the sender, receiver, message, and environment in the communication process; corporate concerns about this process; and the influences of personal life orientations, perceptions, and expectations, and of position, stereotyping, and individual labels on effective communication. The module on speaking and listening skills examines one- and two-way communication; the speaker's responsibility for creating a climate conducive to effective communication, for being direct, for using specific but simple words and phrases, for requesting feedback, and for listening carefully. It also considers ways of communicating more effectively by adjusting one's attitude, using open-ended questions, and listening; and ways to improve listening habits. Each module introduces basic concepts and principles in an overview for instructors and states objectives, lists additional resources, and contains exercises and other instructional materials. (DAB)

ED 227 919 JC 830 156

Littlefield, William N.

The Economic Impact of the Long Beach Community College District, Fiscal 1981.

Long Beach City Coll., Calif.

PUB DATE- 14 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Community Benefits; Community Colleges; Economic Research; *Educational Benefits; *Educational Economics; Expenditures; Income; *Outcomes of Education; Poverty; Salaries; *School Community Relationship; Two Year Colleges; Unemployment
IDENTIFIERS- *California (Long Beach); *Economic Impact Studies

The study described in this report employed the Caffrey and Isaacs model to assess the economic impact of the Long Beach Community College District on the local community. Following a summary of research findings, the report reviews the Caffrey and Isaacs model and two additional economic impact studies. Next, the report considers the relationship between producing and consuming entities using a circular flow diagram and looks at sources of district funding and faculty/staff residence patterns. Figures are then presented showing the primary impact (i.e., immediate consequences of college expenditures on personal income, retail sales, and employment) and induced impact (i.e., increases stimulated by the primary impact) of the college. Next, the effect of the school on local banks' credit base is assessed. After impact results using the Caffrey and Isaacs model are presented, the indirect impact of a community college education is measured in terms of the increased productivity of students, local personal incomes, retail sales, and employment. Discussions of the impact of the District on other local government units and on the reduction of poverty and unemployment conclude the report. Data tables showing income and sales ratios, estimates of the value of community college education for Long Beach and other urban California areas, and comparisons with data from a statewide impact study of Illinois community colleges are included in the appendices. (HB)

ED 227 950 PS 013 431

Campbell, Carolyn E.
The Decline in Breastfeeding: An Analysis of the Role of the Nestle Corporation from Two Perspectives. Cornell International Nutrition Monograph Series, Number 11 (1982).
Cornell Univ., Ithaca, N.Y. Div. of Nutritional Sciences.
PUB DATE- 82
AVAILABLE FROM- Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 (Paper, $3.00; make checks payable to Cornell University).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Birth; *Capitalism; History; *Imperialism; *Infants; Medical Services; *Nutrition; Pregnancy; Public Health; *Sex Bias
IDENTIFIERS- *Breastfeeding; *Breast Milk Substitutes; Critical Analysis; Infant Formula; Marxian Analysis; Nestle Corporation

An attempt is made to analyze the ascendancy of formula feeding of infants in terms of the conflicting ideologies of Marxism and capitalism. The decline of breastfeeding is traced, and is linked with the interrelated phenomena of free market economics and the domination of women by men in Western society. The monograph has two sections: a "mainstream" analysis and a Marxist analysis. The term "mainstream" means that the analysis does not attack capitalism. Mainstream criticism of the Nestle corporation is raised on two grounds. First, statements by Nestle claiming that the company has provided a necessary service are not supported by appropriate data. Second, bottle feeding is not "cost-effective" for poor people living in poor nations. The Marxist criticism emphasizes that the historical process of the development of the capitalist mode of production has been responsible for the widespread shift to bottle feeding. Specific topics addressed are the Nestle corporation and imperialism, the historical role of women in production and reproduction, the effects on women of transitions from primitive to state societies, women and the medical profession, the "commoditization" of motherhood and other relationships, imperialism and public health, and the "insufficient milk syndrome." (RH)

ED 227 934 PS 013 378

Cataldo, Christine Z.
Infant and Toddler Programs: A Guide to Very Early Childhood Education.
REPORT NO.- ISBN-0-201-11020-2
PUB DATE- Oct 82
AVAILABLE FROM- Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, CA 94025 (Paper, $9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Caregivers; *Child Development; *Early Childhood Education; Educational Environment; Educational Innovation; Educational Trends; Guidelines; *Infants; Learning Activities; Models; Parent Participation; Play; Profiles; Program Administration; Program Descriptions; *Program Implementation; Teacher Role
IDENTIFIERS- *Toddlers

Intended as an integrated and comprehensive guide, this book consists of 10 chapters arranged in 3 sections, each of which is intended for a different audience. A foundation section for the general reader is offered in chapters 1 through 3. Respectively, these chapters discuss basic principles of early childhood education and trends from theory, practice, and research that have contributed to the evolution of infant and toddler programs; describe program approaches that have emerged from child care and early intervention materials; and offer descriptions of the development of infants and toddlers. In chapter 2, the concept of education for the very young is described, and an interpersonal/environmental approach is presented in detail. The second section, including chapters 4 through 7, is intended as a guide for professionals and students. These four chapters describe the roles of teachers and caregivers, discuss the physical setting and "child environment" of a center, present a wide range of program activities, and discuss several programming issues and problems. For more advanced students and professionals, chapters 8 through 10 focus on specialized topics: offered are guidelines for conducting a parent/child education program, descriptions of features of several unique program models, and administrative suggestions for program operation. Early childhood competency profiles are appended. (Author/RH)

ED 227 906 JC 830 128

Peterson, Jane

Instructor Resource Manual for Cooperative Education Seminars: Non-Verbal Communication and Reader Centered Writing. Cooperative Education, Book 2.

Richland Coll., Dallas, TX.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Business Communication; *Business English; Community Colleges; Cooperative Education; Instructional Materials; Instructor Coordinators; *Nonverbal Communication; Two Year Colleges; *Verbal Communication; Writing Instruction; *Writing Skills

The second in a series of manuals designed for instructor/coordinators of Richland College's cooperative education seminars, this volume contains two learning modules focusing on nonverbal communication and business writing. In addition to stating student objectives and listing additional resources, each module introduces basic concepts and principles in an overview for instructors designed to generate student development and individual and group interaction. The nonverbal communication module begins with a review of the types of nonverbal cues and their functions, including information on cues which regulate conversation and those which express emotion. In addition, the module examines the relationship between verbal and nonverbal messages and the relationship between speaker and listener in terms of immediacy, power, and responsiveness. Case histories to be used as examples in lectures or class discussions or as the basis of role-playing or written exercises are included. The business writing module describes effective written communication in business; compares reader-centered and writer-centered writing in terms of content, organization, and style; explains ways to achieve reader-centered writing; and describes the plain language movement. This module contains exercises on avoiding errors that bother executives and on writing memos. (DAB)

ED 227 920 JC 830 165

Gepner, Ronald
The Pre-Technology Program for Disadvantaged, Minority and Women Students.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Basic Skills; Community Colleges; *Counseling Services; *Developmental Studies Programs; *Educationally Disadvantaged; Females; Minority Groups; *Pretechnology Programs; Program Descriptions; Two Year Colleges
IDENTIFIERS- *Mercer County Community College NJ

The pre-technology program described in this report was instituted at Mercer County Community College in 1981 to help meet the educational and career counseling needs of disadvantaged, minority, and women students. The first section outlines the program's objectives which were to identify and recruit into the program educationally, culturally, or economically disadvantaged students who have potential in technical areas but lack necessary basic skills; to conduct basic skills and career assessments; to provide basic skills instruction, exposure to technical career opportunities, and ongoing counseling and other support services; and to assist program completers in enrolling in regular postsecondary technical programs. Next, the criteria for program participation and the sources used to identify potential participants are examined. The next section describes the program's instructional activities, which combine basic skills instruction, specially designed technical courses serving as prerequisites for specific technical programs, and a technical elective. Sections describing the program's academic, personal, and career counseling services; its tutorial support activities; and its career enrichment activities are followed by program evaluation results, showing an 88% completion rate and that only 8% of the participants decided not to enter a technical program. Finally, the implications of the evaluation findings are discussed in terms of the program's overall success. (DAB)

ED 227 907 JC 830 129

Peterson, Jane

Instructor Resource Manual for "Advance: A Guide for Improving Your Position." Understanding Yourself, Learning about Careers, Making Career Decisions, Beginning the Job Hunt, Being Interviewed and Deciding on Offers, and Getting along on the Job. Cooperative Education, Book 3.

Richland Coll., Dallas, TX.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Career Exploration; Community Colleges; Cooperative Education; *Employment Interviews; Instructional Materials; Instructor Coordinators; Job Application; *Job Search Methods; *Occupational Information; *Self Evaluation (Individuals); Two Year Colleges

The third in a series of manuals designed for instructor/coordinators of Richland College's cooperative education seminars, this volume contains information and lists of resources to be used in conjunction with the student guide, "Advance: A Guide for Improving Your Position." Each section of the instructor manual corresponds to a chapter in the guide and outlines student objectives, summarizes the guide's content, provides exercises and quizzes, and lists additional resources. Section 1 reviews the importance of self-knowledge, methods for learning about oneself, and the development of a self-management contract. Section 2 focuses on the importance of gathering career information, acquiring job information through written resources and interviews, and ways to get necessary training. The steps involved in making a career decision are outlined in section 3. Section 4 discusses job hunting in terms of locating job openings and preparing resumes and cover letters. Topics addressed in section 5 include preparing for an interview, things to expect during an interview, closing an interview and conducting follow-up, deciding on offers, and writing a letter of acceptance or rejection. Finally, section 6 discusses getting along on the job, covering problems that may arise in the first few days of employment, characteristics of successful employees, relationships with co-workers, and good working habits. (DAB)

ED 227 921 JC 830 166

Nienkamp, Roger L.
St. Louis Community College at Forest Park 1980-81 Graduate Follow-Up Survey.
Saint Louis Community Coll. at Forest Park, Mo.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Graduates; *College Transfer Students; Community Colleges; Educational Certificates; *Employment Patterns; Followup Studies; Graduate Surveys; Job Placement; Participant Satisfaction; Questionnaires; Salaries; Transfer Programs; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup

Information is provided from a follow-up study of 1980-81 graduates of St. Louis Community College at Forest Park, which was conducted to determine their educational and employment status and views of the college and its programs. Introductory material outlines the purpose, procedure, and scope of the study, and provides the survey instrument and cover letter. Next, the report presents data, based on responses from 71% of the 633 graduates surveyed, on the employment and educational status of graduates by college program; response rates by program; relationship of employment to Forest Park program; average comparative salaries by program; methods by which graduates obtained employment; number of graduates desiring placement assistance; proportion of graduates continuing their education, their reasons for continuing, and the college attended; and student evaluation of college programs and services. Where available, data obtained from previous studies are compared with 1980-81 findings. Then, an employment and educational analysis is presented for 26 career programs, 14 certificate programs, and 8 college-parallel programs, which includes information on employers hiring graduates, jobs held by graduates, transfer institutions, and graduates' major field of study. Finally, respondents' comments and advice for current students are presented. (HB)

ED 227 935 PS 013 396

The Thomas Coram Foundation for Children Annual Report 1982.
Thomas Coram Foundation for Children, London (England).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adolescents; *Adoption; Annual Reports; *Day Care Centers; *Expenditures; Films; *Financial Support; *Foster Care; Program Descriptions

In the five brief sections of this annual report, services provided by the Thomas Coram Foundation for Children during 1981 are detailed. The present status of the Coram Children's Centre and its adoption project, adolescent project, and foster care unit is indicated. In the report's final section, anticipated financial pressures due to program expansion are pointed out. It is concluded that the year was a successful one for the foundation in view of the fact that demand for services rose steadily, the workload of the Children's Centre and adoption project was higher than ever, and the adolescent project was quickly established. Financial statements, a copy of the deed of covenant for contributors, and promotional material are provided at the end of the report. (RH)

ED 227 936 PS 013 397

Monk-Jones, Mary, Comp.
Training for Work with Under Fives: A Report on a Series of Seminars and a Conference Held in 1980/81 Under the Auspices of VOLCUF.
Thomas Coram Foundation for Children, London (England).; Voluntary Organisations Liaison Council for Under Fives, London (England).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Certification; *Child Caregivers; Delivery Systems; Educational Needs; Foreign Countries; Futures (of Society); Nursery Schools; Preschool Education; *Preschool Teachers; Program Content; *Social Services; *Teacher Education; *Training
IDENTIFIERS- United Kingdom

Held in London in 1980, a series of three seminars entitled "Training for Work with Under Fives" was organized, followed in 1981 by a conference on the same topic. The object of these meetings was to obtain information about and to examine issues relating to the various teacher training courses in existence. Seminars dealt with major national training courses for work with children under 5 years of age, social work and other related training, training schemes set up by voluntary organizations, and the relationship between training and the provision of statutory and other services for children under 5. Papers presented at the conference went on to look at the fragmentation of services for children under 5 and the implications of this situation for training and to outline some experiments in joint training schemes and collaboration course planning. All papers presented at both the seminars and the final conference are summarized in the present document. Several issues raised by the talks and in discussion are set out in a separate section, and conclusions drawn from the seminars are listed. Appended are notes on courses not included in the seminars and a bibliography of recent publications concerned with training for work with children under 5. (RH)

ED 227 951 PS 013 432

Latham, Michael C., Ed.

The Decline of the Breast: An Examination of Its Impact on Fertility and Health, and Its Relation to Socioeconomic Status. Cornell International Nutrition Monograph Series, Number 10 (1982).

Cornell Univ., Ithaca, N.Y. Div. of Nutritional Sciences.

PUB DATE- 82

AVAILABLE FROM- Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 (Paper, $3.00; make checks payable to Cornell University).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Contraception; *Cost Effectiveness; Females; Foreign Countries; *Health Education; Legislation; *Nutrition; Parent Education; Pregnancy; Professional Personnel; *Socioeconomic Status; Surveys

IDENTIFIERS- *Breastfeeding; Breast Milk Substitutes; Infant Formula; Thailand (Bangkok)

The three papers in this collection discuss, respectively, the relationship of breastfeeding to human fertility, strategies to improve feeding of infants and young children, and infant feeding options for Thai professional women residing in Bangkok. Specific topics addressed in the first paper include the physiological role of lactation on fertility, and lactation in relationship to amenorrhea, anovulation, and pregnancy. The second paper focuses on problems of malnutrition in Third World countries and discusses the advantages of breastfeeding, the economics of breastfeeding at the national and individual level, ways infant formula is typically promoted, and strategies for controlling the promotion of infant formula. These strategies include legislative and educational plans as well as interventions based on Paulo Freire's method. The third paper reports findings of a small-scale preparatory survey examining one aspect of the process of modernization in Thailand: the increasing use among professional women in Bankok of bottle feeding with infant formula. Data reported were gathered on a questionnaire concerning childbirth and infant feeding practices that was distributed to civil servants and to a network of colleagues and former students from Thammasat University. Infant feeding preferences and factors influencing the choice of infant feeding methods--including family structure, breastfeeding problems, medical facilities, promotion of infant formula, employment, and bottles as status symbols--are discussed. (RH)

ED 227 952 PS 013 433

McNamee, Gillian Dowley

The Meaning and Function of Early Childhood Play.

PUB DATE- 5 Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Affective Behavior; *Child Development; Cognitive Development; Early Childhood Education; Friendship; Language Acquisition; *Learning Activities; *Play; Problem Solving; Role Playing; Sex Differences; *Skill Development; *Teacher Role

This paper discusses the meaning and formation of children's play in order to (1) deepen understanding and respect for what play is, (2) demonstrate how young children cannot thrive or survive without play, and (3) give a common framework for interpreting and deriving meaning from the play behavior that occurs in the daily lives of young children. Described first are six major functions that play serves in childhood. The role that adults need to assume in relation to children's play is next discussed: it is contended that development is possible only when significant adults in a child's life provide adequate protection and nurturing and then allow the child to have what E. Eibesbeldt has described as "experimental dialogues with the environment" (in other words, opportunities to play). (MP)

ED 227 967 PS 013 456

Spencer, Mima; Baskin, Linda

Microcomputers in Early Childhood Education.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Early Childhood Education; *Microcomputers; *Programing; Teacher Education; Teacher Role; *Word Processing; Young Children

In response to the increasing use of computers in school by young children, this paper provides definitions of concepts and discussions of topics related to computers and young children. The first section takes up the issue of computer literacy, describing various uses of the term and discussing the controversy concerning teaching computer literacy in schools. The second section examines two aspects of microcomputer experiences for young children: effects of microcomputers on children and computer applications for young children. Diverse applications briefly discussed include computer literacy, computer assisted instruction, computer programming, computer art, word processing, and administrative uses. Thought to be of particular interest to those involved with young children are the in-depth discussions of computer assisted instruction, computer programming, and word processing. Specifically, general features of drill and practice, educational games, simulations, and tutorials are pointed out in the subsection on computer assisted instruction. The Logo computer language for young children is described in the subsection on programming, and the use of word processing to promote language development is discussed in the final subsection. In conclusion, two brief discussions are devoted to issues of training educators in the use of computers and to the need for active involvement of early childhood educators in integrating computer use into the curriculum. (RH)

ED 227 968 PS 013 462

Hartlage, Lawrence; And Others
Birth Conditions Associated with Mental States at Age Six.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; Correlation; *High Risk Persons; Longitudinal Studies; *Neonates; *Perinatal Influences; Statistical Analysis; *Young Children

To assess the relationship between specific neonatal variables and subsequent mental development, a longitudinal study of 41 children from a high-risk neonatal nursery was conducted. For each child, 58 measures of neonatal condition (e.g., head size, various laboratory values, delivery mode) were available, as were developmental assessments up to 6 years of age. Mental status instruments used included the Stanford Binet, the Peabody Picture Vocabulary Test, the Beery Developmental Test of Visual Motor Integration, the Wechsler Preschool and Primary Scale of Intelligence, and the Vineland Social Maturity Scale. Each variable relating to neonatal condition was correlated with performance at 6 years for each test. Multiple stepwise regression analyses were computed for all neonatal condition variables; each individual test constituted the criterion variable. Results suggested that at 6 years of age specific neonatal conditions may affect specific aspects of mental function more than they affect global aspects of mental status. (Extensive tables of data and Pearson correlation coefficients are provided.) (RH)

ED 227 983 RC 013 938

Gault, George H.
Identifying Problems and Establishing Objectives. Small Town Strategy.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-55
PUB DATE- Jun 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Change Strategies; *Community Action; *Community Development; Convergent Thinking; Decision Making; Evaluation; Leaders Guides; *Organizational Objectives; *Planning; *Problem Solving; Worksheets
IDENTIFIERS- *Small Towns

Part of the Small Town Strategy series, this publication presents some of the more common techniques for identifying problems and setting objectives. A problem-solving process which can be used in many different situtations is presented. The process includes the following sequence: problem statement, goal statement; objectives, strategies, implementation plan, and evaluation. A specific example of how this process can be used forms the content. A worksheet, showing the elements of the planning process in outline form, provides a brief working guide to the problem-solving process outlined in this publication. (NQA)

ED 227 984 RC 013 939

Coppedge, Robert O.
Helping Small Towns Grow. Small Town Strategy.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-52
PUB DATE- Jun 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Change Strategies; *Community Development; *Community Resources; *Economic Development; Economic Opportunities; Industrialization; Leaders Guides; *Rural Development
IDENTIFIERS- *Small Towns

Rural America is growing again; and, the change in growth and migration patterns means new opportunities for small towns to expand their economic bases and to improve community facilities and services. Part of the Small Town Strategy series, this publication characterizes one small southwestern town that is typical of many others and outlines a development strategy designed for small towns like the one described. A brief discussion of the necessity for a special strategy, the economic development committee, and the improvement of community facilities and services is followed by a discussion of a logical strategy for promoting growth. The strategy for promoting growth includes the following sequence: develop an overall plan, look at the infrastructure, compile a list of "suspects," convert "suspects" to prospects, sell the prospect, follow through on commitments, and keep existing business. (NQA)

ED 227 997 RC 013 955

Pietri, Billie J.
Tangipahoa Parish Migrant Education 1982-1983 Program: Guidelines for Implementation.
Tangipahoa Parish School Board, Amite, La.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; Career Awareness; Computer Assisted Instruction; *Computer Managed Instruction; *Curriculum Design; Elementary Secondary Education; *Instructional Development; *Mastery Learning; *Migrant Education; *Programed Instruction; Skill Development; Teaching Methods
IDENTIFIERS- Louisiana

The Tangipahoa Parish Migrant Education Program measures individual skill deficiencies with activities intended to reinforce and help students master or complete a particular skill. Designed to teach students to assume responsibility for the next step of achievement, skill activities and supplementary teacher materials are leveled, color coded, and correlated to the computer software, Louisiana Criterion-Referenced Test, Minimum Standard, the National Migrant Skills List, and the parish basal to enhance learning and facilitate implementation of the parish basic skills program. This booklet provides recommendations and guidelines to direct the staff by eliminating lost time searching for materials, differentiating assignments, and establishing a structured, individualized instructional program. The booklet briefly discusses the curriculum guide, use of the activity code, methods for skill mastery implementation, the check-out system, the computer-based instructions and management system, the importance of computer-based instructions, computer-assisted instruction and computer-managed instruction, the computer program, how to make assignments, classroom reporting within the management system, the resource materials, career awareness, the career awareness test and activities, computer instruction in career awareness, the self-awareness inventory, methods of instruction, support services, and methods of service. Samples of the individualized reading and math forms, request form, lesson plan, and check-out form are included. (NQA)

ED 228 012 RC 013 973

Ballesteros, Octavio A.
Mexican Proverbs: The Philosophy, Wisdom and Humor of a People.
REPORT NO.- ISBN-0-89015-231-4
PUB DATE- 79
AVAILABLE FROM- Eakin Press, P.O. Box 23066, Austin, TX 78735 ($6.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
Other/Miscellaneous (Not Classifiable Elsewhere) (999) Books (010)
DESCRIPTIONS- *Animals; Behavior Standards; *Counseling; Cultural Traits; Elementary Secondary Education; Folk Culture; Foreign Countries; Hispanic American Culture; *Humor; Mexican American Education; Mexican Americans; Mexicans; *Philosophy; Post Secondary Education; *Proverbs; *Religion
IDENTIFIERS- *Mexico; Texas (South)

Careful reading of proverbs can aid an individual to develop self-awareness by providing insights into what one cultural group considers desirable human behavior. Respect for the elderly can be taught to the young through the study of proverbs. Through their proverbs, the Mexicans reveal their friendliness, love of animals, sense of humor, and philosophy of interpersonal relationships. Teachers of Mexican American students can use these proverbs to acquaint students with customs, attitudes, values, religion, and humor of their ancestors. Spanish teachers at the college level can use this book as an introduction to the folk philosophy and folk wisdom of Mexico. In some respects, this is a pyschology book. Instead of taking a college course entitled "Mexican Psychology," all that is needed to understand the Mexican mind is to carefully read Mexican proverbs. The 356 proverbs are presented in 5 categories: Dichos Filosoficos/Philosophical Proverbs, Dichos Consejeros/Proverbs that Advise, Dichos Religiosos/Religious Proverbs, Dichos Humoristicos/Humorous Proverbs, and Dichos de Animales/Proverbs about Animals. Each proverb is given first in Spanish followed by the English translation. Alternate meanings are given in some cases. The proverbs were collected over a 2-year interval through interviews, conversations, and travel in Southern Texas and Northern Mexico. (BRR)

ED 228 043 SE 040 919

White, Janet A.; Fowler, John M.
Energy Education in the Schools. Results of a Survey of the Penetration of Energy Education into the Classroom.
National Science Teachers Association, Washington, D.C.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrative Policy; Administrator Attitudes; Course Content; Elementary Secondary Education; *Energy; Energy Conservation; *Incentives; Instructional Materials; Program Effectiveness; *Program Implementation; Questionnaires; School Policy; Science Education; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Energy Education

Nine years after the 1973 oil embargo and the outpouring of educational materials and strategies developed in response to the energy crisis, the extent and content of energy education in the classroom were assessed. Seven thousand randomly selected teachers and principals were surveyed at the end of the 1981-82 school year (1000 each of elementary teachers, secondary science, social studies, mathematics, and home economics teachers, and elementary/secondary principals). About 20 percent of each sample returned the survey. Survey questions were grouped into 5 categories: extent of energy education; energy education methodology and content; school, district, and state administrative policies and their impact; attitudes (if energy should be part of the curriculum); and incentives and barriers. Responses from teachers and principals are discussed for each category. Selected results from the survey follow. About half of the teachers are presenting energy topics in their classes. Conservation, conventional/renewable resources and their production, and energy-environment interactions are the topics most often covered. That energy is not specified in a teacher's curricular responsibilities is the biggest barrier to implementation. As an inducement for teaching about energy, teachers ask for definite curricular requirements, more (and better) free and/or inexpensive materials, and encouragement from principals. (JN)

ED 228 028 RC 014 014

Valle, Victor M.

Pautas para Organizar Una Actividad de Capacitacion: Un Seminario-Taller para el Desarrollo de Personal de Direccion de Sistemas Educativos (Guidelines to Organize a Training Activity: A Workshop for Management Development of Educational Systems).

Organization of American States, Washington, D.C. Dept. of Educational Affairs.

PUB DATE- Sep 81

LANGUAGE- Spanish

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Administrative Problems; Educational Strategies; Guidelines; Inservice Teacher Education; *Management Development; *Professional Training; *Program Development; Program Effectiveness; Training Methods; *Training Objectives; *Workshops

Often personnel performing managerial functions within educational systems are educators with almost no training in management. This paper presents ideas on how to organize a training activity intended to develop management knowledge and skills among educational systems officials and to implement an organizational self-study on management problems. The paper begins with a conceptual introduction to management development. A detailed description of a proposed workshop covers the following topics: objectives, methodology, general content, material aids, kind of participants, time, place, program, facilitators, expected outcomes, evaluation, and a basic bibliography. Sessions to be carried out during the workshop are described. The possible short-term effects of the activity on organizational performance are noted. The paper also includes a chart of the suggested programming, exercises on determining organizational objectives, a model of the "so-called" management guide, guidelines to make an inventory of management problems, and a matrix to locate tasks and responsibilities of a managerial team. (Author/NQA)

ED 227 998 RC 013 956

Verble, Sedelta, Ed.
Ohoyo Makachi: Words of Today's American Indian Women. A First Collection of Oratory by American Indian/Alaska Native Women.
OHOYO Resource Center, Wichita Falls, TX.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 81
GRANT- OE-G008006076
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Alaska Natives; American Indian Education; American Indian History; *American Indians; Civil Rights; Employment; *Equal Education; *Females; Feminism; Futures (of Society); Humor; Leadership; *Management Development; Networks; *Role Models; Speeches
IDENTIFIERS- *Oratory

The volume presents a collection of 39 conference speeches symbolizing an effort by American Indian and Alaska Native women to speak for themselves, about themselves and to each other. Topics of speeches presented at Tahlequah consist of: past positives and present problems of Indian women; squaw image stereotyping; status of Indian women in Federal employment; cross cultural networking; how the Equal Rights Amendment relates to Indians; how educational equity can make a difference; contemporary Indian humor; networking in Indian country; accessing Indian education; leadership development; Indian women administrators as role models; educational equity insight; and impacting curriculum. Other speech topics presented outside the Tahlequah conference, but included for their significance are: changing times and changing roles of Alaska Native women; steps toward Native leadership; Indian women as change agents for Indian policy; historical perspective of the Dakota woman; Indian women's challenge in the 80's; Indian women and feminism; and retrospect and prospect of the past, present, and future of Indian women. (ERB)

ED 228 013 RC 013 976

Smith, Ralph B.; And Others
A Study of Rural School Districts in the United States and Implications for Teacher Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Courses; Educational Research; Elementary Secondary Education; Extracurricular Activities; Higher Education; Multigraded Classes; National Surveys; *Rural Areas; School Districts; School Funds; *School Statistics; *Small Schools; *Superintendents; *Teacher Education Programs; *Teachers; Teacher Salaries; Teaching Load

The study indentified all K-12 and 1-12 public school districts in the United States enrolling less than 300 students (n=1,414) and those enrolling 301-900 students (n=2,711), collected and analyzed data related to superintendents, school districts, teachers, students, and school programs, and gathered data that might be useful to colleges of teacher education. A response and return rate of 79% (642, 132-item questionnaires returned), of which 244 of the rural schools had less than 300 students and 398 had in excess of 300. Sections include discussion and statistics on district enrollments, district leadership, transportation, special school funding, primary occupations of people living in the district, district staff, teacher salaries, new teachers, secondary preparation, teacher recruitment, district problems, student performance, student awards, educational programs, extra-curricular sports offered, and selected course offerings. Concluding the report is a list of 18 findings that would be of interest to teacher educators in the preparation of teachers for rural America, i.e., teacher preparation programs should provide field experiences in rural schools, the mean beginning salary for teachers was $12,375 and overall average salary was $16,139, during the past year 81.9% hired no new teachers due to an increase in students, and teachers averaged three subject preparations. (AH)

ED 228 044 SE 040 920

Clement, John
Analogy Generation in Scientific Problem Solving.
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Association (Psychology); *Cognitive Processes; *College Science; *Generalization; Higher Education; Logical Thinking; *Physics; *Problem Solving; Science Education
IDENTIFIERS- *Analogy; Science Education Research

The spontaneous use of analogies in problem-solving occurs when a subject first spontaneously shifts his attention to a situation (B) which differs in some significant way from an original problem situation (A), and then tries to apply findings from B to A. This paper describes research on the process with 10 scientifically trained subjects (advanced doctoral students and professors in technical fields) who were interviewed (most were videotaped) on a variety of problems. Four processes were found to be fundamental in making an inference by analogy, indicating that many successful solutions by analogy are not "instant solutions." Two major processes involved in confirming analogy relations were identified: matching key features or relationships and forming a bridging analogy. Analysis of transcripts led to an hypothesis that at least three types of analogy generation mechanisms exist: generation via an abstract principle, generative transformations, and associative leaps, the latter two mechanisms being the primary methods observed so far. Since many solutions by analogy are not "instant solutions," but a more extended process of conjuncture and testing, it is suggested that some of these processes are learnable and that developing students' abilities to use generative transformations, leaps, and bridges may be possible and desirable. (JN)

ED 228 029 RC 014 015

Valle, Victor M.
Vinculos Entre la Capacitacion de Docentes y el Desarrollo de Materiales Educativos Impresos--Anotaciones para Una Discusion (Links between In-service Teacher Training and the Development of Printed Educational Aids).
Organization of American States, Washington, D.C. Dept. of Educational Affairs.
PUB DATE- Jun 82
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Curriculum Development; *Evaluation Methods; *Inservice Teacher Education; *Instructional Materials; *Material Development; Teacher Role; *Textbook Preparation

Textbooks and other printed materials will be ever present, in the foreseeable future, as major aids for teaching and learning processes. New textbooks imply new guidelines for teachers, and the ways to handle such guidelines demand teacher training. This paper explains some links between inservice teacher training programs and the development of textbooks. Some basic points related to the production of textbooks include the following: (1) teachers' opinions (at least a sample of teachers) should be consulted in order to design or develop textbooks; (2) the development of textbooks should be adequate and relevant to the local needs; (3) curriculum innovations may fail if textbooks or their respective guidelines are not fully understood by their users, both teachers and pupils; and (4) any mistake or misconception in designing a textbook will have a multiplicative effect, which is why those in charge of designing textbooks must act with a high sense of social responsibility. The paper concludes with a discussion of some concepts and methodolgies of program evaluation and curriculum development as they relate to inservice teacher training. (Author/NQA)

ED 227 908 JC 830 130

Peterson, Jane
Advance: A Guide for Improving Your Position.
Richland Coll., Dallas, TX.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Career Choice; *Career Exploration; Career Guidance; Career Planning; Community Colleges; *Employment Interviews; Job Application; Job Performance; *Job Search Methods; Occupational Information; *Self Evaluation (Individuals); Two Year Colleges

This guide was designed to provide students with information on choosing a career and finding a job. Chapter 1 discusses the importance of self-understanding in career choice, job change, and the improvement of job performance; explores methods of self-evaluation and self-development; and lists pertinent resources. Chapter 2 focuses on the importance of investigating careers, explaining how to gather and evaluate career information, how to prepare for and conduct information-gathering interviews, and ways to obtain necessary training. The steps involved in making a career decision are identified in chapter 3 as defining the problem, gathering information, generating alternatives, evaluating and eliminating alternatives, making an action plan, and evaluating the career decision. Chapter 4 discusses job hunting in terms of locating job openings and preparing resumes and cover letters. Chapter 5 helps students prepare for interviews and offers guidelines for writing thank you letters, deciding among offers, and writing letters of acceptance or rejection. Chapter 6 presents suggestions for getting along on the job, considering common mistakes made in a new job, characteristics of successful employees, relationships with co-workers, and good work habits. Examples of self-inventories, resumes and cover letters, and a list of negative factors in job interviews are included. (DAB)

ED 227 922 JC 830 167

Hauver, Raymond L.
Student Needs Assessment, 1981 and 1982.
Saint Louis Community Coll. at Forest Park, Mo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Career Exploration; Community Colleges; *Counseling Services; Information Needs; Needs Assessment; Questionnaires; School Surveys; *Student Needs; *Student Personnel Services; Two Year Colleges; *Two Year College Students

In order to facilitate planning within the Division of Counseling and other areas of the Forest Park Campus of St. Louis Community College, surveys were conducted in 1981 and 1982 to determine students' career, academic, and personal needs. The survey instrument was administered during freshman orientation to 980 students in 1981 and to 844 students in 1982. The surveys revealed that: (1) an average of 62.6% of the 1981 group and 63.4% of the 1982 group indicated that they had moderate to major needs in the areas of career exploration, job search skills, and goal assessment; (2) an average of 50.9% of the 1981 freshmen and 51.2% of the 1982 freshmen expressed moderate to major academic needs, such as for assistance in selecting courses, in obtaining information on graduation and transfer, and for improving study habits and reading and English skills; and (3) while 68.7% of the 1981 group and 66.9% of the 1982 group indicated that they had no or minor personal needs, the areas in which students expressed most need related to understanding their feelings, developing confidence, stating their views, listening and responding to others, and becoming accepting and trusting of others. The study report includes tables showing percentage responses to each survey item for both years. (DAB)

ED 227 937 PS 013 404

Cochran, Moncrieff
Family Matters Update: Design, Baseline Findings, Policy Implications and Program Developments from a Family Supports Study.
Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- NIE-400-76-0150
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; *Employed Women; *Family Income; Family Programs; *Family School Relationship; Home Visits; Longitudinal Studies; Neighborhood Improvement; One Parent Family; *Parent Attitudes; Program Descriptions; *Public Policy; Self Concept; Self Esteem; *Social Networks; Social Support Groups; Stress Variables; Workshops

The major portion of this presentation describes research results and policy implications of the Family Matters Project, a longitudinal study of social contexts as they affect children and families during the period of transition from home to school. Also provided in this portion are highlights of what was learned from delivering to 160 families (varying in ethnicity, income level, and family structure) a parental empowerment program involving home visiting and neighborhood cluster building. The remaining part of the paper describes participating families' feelings about conditions since the 1980 Presidential election and traces present and anticipated developments in the Family Matters Program. Reported results focus on mothers' perceptions of their children, stresses on working parents, the influence of social networks on the lives of parents and children, the neighborhood as a context for childrearing, and the transition of the child from home to school. Policy recommendations center on changing the workplace to reduce stresses on parents, the importance of opportunities for parents to make friends, and ways of neutralizing constraining forces of neighborhoods while mobilizing their enabling forces. In addition, a new philosophy for the provision of support to families, growing out of the Family Matters Project, is described. Throughout the presentation, effects of income on families are emphasized. (RH)

Ross, Helen Warren
Infants in Italy: An Evaluation of Other Than Mother Care.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Day Care Centers; *Delivery Systems; Early Childhood Education; Employer Supported Day Care; *Federal Government; Foreign Countries; Futures (of Society); History; *Infants; *Political Influences; Program Evaluation
IDENTIFIERS- *Italy

As more and more women return to the work force while their children are but infants, care other than by the mothers and outside the families' own homes has become an issue of major importance in the United States. In Europe, however, most governments subsidize infant care for mothers working outside the home. One country, Italy, has provided government-sponsored infant care since 1925 and is currently in the process of remodeling the original infant care system. An evaluation of this delivery system was made, based on observations of 90 different infant care programs sponsored by the Italian government, private infant care centers, and one training institution sponsored jointly by the Catholic church and the local government. Observations were made in large northern, central, and southern cities, as well as in several small communities. Over 100 interviews were conducted; respondents included advisors, school administrators, city officials, pediatricians, psychiatrists, program personnel, and parents. Among the results of observations was the overriding finding that basic decisions for infant care are based not on empirical data, but on political considerations. (Author/MP)

ED 227 954 PS 013 436

Church, Martha Jo; And Others
When a Baby Dies.
Compassionate Friends, Inc., Oak Brook, IL.
PUB DATE- 81
AVAILABLE FROM- The Compassionate Friends, Inc., P.O. Box 1347, Oak Brook, IL 60521 (Paper, $2.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption; *Death; Depression (Psychology); *Grief; Guidelines; *Infants; *Parent Attitudes; Sexuality
IDENTIFIERS- *Bereavement; *Funerals

Written especially for grieving mothers whose babies have died, this booklet offers an overview of stages and experiences through which bereaved parents commonly pass. Specifically, the text is intended to give comfort to bereaved parents, offer insight into the grieving process, and provide thoughts on leave-taking ceremonies. The first section describes three stages of the grief process: shock and disbelief, suffering, and recovery. The second section, designed for mothers to read while still in the hospital, is designed to help parents make necessary decisions relating to memorial services and to resume routines upon returning home. The third section describes some of the problems mothers, fathers, the husband-and-wife pair, and siblings may encounter months after the traumatic event. The last section discusses bereavement and sexual intimacy, starting another pregnancy, and adoption after a baby dies. (RH)

ED 227 938 PS 013 413

Sigel, Irving E.; And Others
Parents as Teachers of Their Own Learning Disabled Children. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 82
GRANT- G007902000
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Beliefs; *Child Rearing; *Cognitive Processes; Communication Disorders; Comparative Analysis; Interviews; *Learning Disabilities; Measures (Individuals); *Parent Attitudes; *Parent Child Relationship; Preschool Children; Questionnaires; Screening Tests
IDENTIFIERS- *Parent as a Teacher

A study was conducted to investigate parental belief systems and parental childrearing practices relative to the intellectual development of their communication-handicapped preschool children. Consideration was given to the context of family size and ordinal position of the communication-handicapped child. A total of 60 two-parent families with communication-handicapped preschoolers composed the experimental group; 60 families without communication-handicapped children participated as the control group. Three classes of assessment instruments were used to collect data from each family: (1) parent questionnaires and interviews, (2) child assessments and screening tests, and (3) observations of parent/child interactions. It was hypothesized that parental practices would be directly related to parents' beliefs about child development processes and about their own child's cognitive competence. In general, results provided only partial support for this hypothesis. (Related materials, including data tables and descriptions of the administration and coding of measurement instruments, are appended.) (MP)

ED 227 923 JC 830 169

Hooks, William Michael; Nelson, Floride
The Adult Literacy League and the Center for Adult Literacy.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Reading Programs; Community Colleges; Community Services; *Cooperative Programs; *Literacy Education; *Tutorial Programs; Two Year Colleges; *Voluntary Agencies; Volunteers; Volunteer Training
IDENTIFIERS- *Adult Literacy League FL; *Valencia Community College FL

Since its foundation in 1968, the Adult Literacy League of Orlando, Florida, has dedicated itself to eradicating the educational handicaps of more than 2,575 local residents. The League, which in 1975 became part of the Open Campus of Valencia Community College (VCC), offers two courses: (1) a Literacy Tutor Training Workshop, a 10-hour program to train volunteer members of the community to teach basic reading and writing to adult non-readers; and (2) Developmental Reading, a course taught by volunteer tutors on a one-to-one basis. The students, who represent a small proportion of the estimated 30,000 functional illiterates in Orange County, are asked to commit themselves to stay in the program for 1 year, to set aside time for homework and lessons, and to pay a modest price for course materials. Program implementation involves the identification and recruitment of non-readers, recruitment and training of tutors, matching of students and tutors, and follow-up assistance for tutors. As it enters its 15th year of operation, challenges facing the League include finding fresh ways to reach those ill-equipped with survival skills, strengthening its efforts, and extending its public relations thrust. Appended materials include information on the cooperative relations between the League and VCC, a profile of the 67 students currently enrolled in the program, and a statement of agreement between the League and VCC. (HB)

Moen, Norman W.
General College: The Open Door through Fifty Years, 1932-1982.
Minnesota Univ., Minneapolis. General Coll.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Curriculum Development; *Educational History; *Educational Innovation; *Educational Philosophy; *Institutional Characteristics; Institutional Research; Open Enrollment; Student Centered Curriculum; Two Year Colleges; Universities

The founders of General College, at the University of Minnesota, established the school in 1932 out of a belief in democratic access to higher education, the need to simplify the academic bureaucracy, and the desire for a liberalized curriculum. During its first 13 years, the college assumed and maintained three basic priorities: open admissions, research into student characteristics, and a student- and life-centered curriculum, based in part on the Stephens College for Women model and further developed through foundation-sponsored institutional research. Largely attributable to the skill of Deans Horace T. Morse and Alfred L. Vaughan, between 1945 and 1965, the college gained stability and acceptance, as witnessed by rising enrollments, a steadily declining proportion of borrowed faculty, and administrative independence from the University in 1951. In the 1960s and 1970s, student protests and President Lyndon B. Johnson's Great Society Program did alter the college's direction, through programs such as Upward Bound and Head Start, though the college had already been tracing the educational path recommended by national studies during this period. Since 1975, in spite of diminished resources, the college has responded to current student needs and maintained its emphasis on educational evaluation. Throughout its 50-year history, policies relating to continuous student research, flexible curricula, individualized degree programs, centralized personnel services, effective teaching, and student-centered programs have helped the college remain faithful to its founding doctrines. (DAB)

ED 227 910 JC 830 138

Murphy, Michael T.

Policies and Procedures Relating to Program Redirection and Financial Exigency.

Harford Community Coll., Bel Air, Md.

PUB DATE- 27 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Administration; *College Planning; Community Colleges; *Cost Effectiveness; *Financial Problems; Financial Support; Organizational Change; *Reduction in Force; *Retrenchment; Two Year Colleges

The policies and procedures outlined in this report have been adopted at Harford Community College (HCC) to: (1) monitor current and projected expenditures relative to accrued benefits, and (2) reduce or redirect expenditures and personnel in the event of declines in enrollment or revenues or a change in mission or program. After stating HCC's objectives in terms of expenditures and programs, the report reviews the monitoring procedures called for in HCC's Program Redirection and Financial Exigency Plan as part of the college's annual planning process and operations. Among these procedures are written annual reports by associate deans or unit heads, which provide quantitative and qualitative assessments of credit and non-credit programs and service areas that have been identified as cost centers and those not so identified. Next, three levels of adjustment are identified which may be implemented by the president to ensure the judicious use of resources: Level 1--adjustments to ongoing operations, for example, through the elimination or reduction of programs or through efforts to increase enrollments; Level 2--program change or redirection, which may involve hiring freezes, modifications of workload, or increases in student/faculty ratios; and Level 3--a declaration of financial exigency, which may require severance of regular employees. Finally, the report presents the procedures applicable when termination of faculty or administrators results from program change or financial constraints. (HB)

ED 227 924 JC 830 170

Story, Sherie; And Others
Washington Community Colleges Fall Quarter Report, 1982.
Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Education; Age; College Faculty; *Community Colleges; Courses; *Enrollment Trends; Females; Financial Support; Full Time Equivalency; Full Time Students; General Education; Males; Part Time Students; *Student Characteristics; Student Teacher Ratio; Two Year Colleges; Vocational Education
IDENTIFIERS- *Washington

Information on enrollments and student characteristics at Washington state community colleges is provided in this report for fall 1982. After introductory material and report highlights, tables provide data on headcount and full-time equivalent (FTE) enrollment for fall quarters 1978 through 1982; FTE and headcount by course intent category; state-supported course sections by course intent; FTE by time/location and course intent; FTE by instructional subject area; FTE faculty by employment status; rates of change in FTE enrollment, FTE faculty, course sections, and student/faculty ratios; FTE enrollment by source of support (i.e., state, contract, and student), by time/location, and by course intent; course sections by college by course intent; and FTE faculty by employment status and college. The next section gives systemwide and college data on students by age, gender, ethnic background, previous status, and full- or part-time status. Among the findings highlighted in the report are the following: (1) the fall 1982 headcount was 10% below that of fall 1981 following a decline of 17% between 1980 and 1981; (2) vocational FTE's decreased by 7%, while academic FTE's fell by 1%; (3) part-time students constituted half the enrollments in 1982 compared to 65% in 1978; and (4) day-time, on-campus students increased from 63% to 72% of the enrollment between 1978 and 1982. (HB)

ED 227 939 PS 013 414

Nicholson, Simon
Choice, Chance and Utopia: Futures-Related Questions and Ideas, Developed by Children in Sweden, Using a Participatory and Multi-Media Approach.
Lund Univ. (Sweden). Malmo School of Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Childrens Art; Curriculum Development; Educational Innovation; Elementary Education; *Elementary School Students; Foreign Countries; *Futures (of Society); *Multimedia Instruction; *Open Education; Program Descriptions; Student Attitudes
IDENTIFIERS- *Student Initiated Activities; Sweden; Utopia

"Gruppo Futuro" (Future Group), a novel educational project linking futures studies to multimedia and giving children control of the content of their instruction by focusing on their views of the future, was implemented in a Swedish fourth-grade class. Participating in the project were 29 children in Tullingebergsskolan, their teacher, and a representative of the Open University at Oxford, United Kingdom. The project took as its starting point the assumption that children can invent their own statements and questions about the future and then build upon them. In the course of the project, children expressed their questions and answers in multimedia forms according to a process established by the Open University Community Participation by Children in Futures Project. The media used were writing, drawing, sculpture, printing (in the form of books of the future), audiocassettes, and slides. The first phase of the project was conducted for 3 days at Tullingebergsskolan; the second lasted 3 days at the Foresta Conference Center, Stockholm, and consisted of an exhibition of the children's ideas as a part of the "Politics of the Future" exhibit of the Seventh World Conference of the World Futures Studies Federation. (Contents are extensively illustrated with photographs. Examples of children's products, with English translations as needed, are appended.) (RH)

ED 227 955 PS 013 438

Leavitt, Shelley E.
Active Parenting: A Trainer's Manual.
Boys Town Center, NE.

REPORT NO.- ISBN-0-938510-02-9
PUB DATE- 82
AVAILABLE FROM- Communications and Public Service, Boys Town Center, Boys Town, NE 68010 (Paper, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavior Modification; *Behavior Problems; Counseling Techniques; Discipline; Early Childhood Education; *Group Discussion; Guidelines; *Individual Counseling; *Intervention; *Parent Child Relationship; *Parent Education

Written for professionals and paraprofessionals involved in counseling, educating, or providing treatment or other services to parents and children, this manual details a training program for parents having difficulty managing their child's behavior. The program consists of eight weekly 2-hour group meetings, followed by individual consultations with each parent or family. The format of the group meetings includes basic didactic instruction; open discussion; live and, if possible, videotaped examples of correct and incorrect parent/child interactions; and structured practice of interaction skills. In individual consultations, the parent and consultant meet to develop treatment goals, plan specific strategies of intervention, and discuss solutions to problems. Materials related to program preparation and assessment measures are appended, along with weekly programs, behavior charts, and home programs. (MP)

ED 227 956 PS 013 441

Norwood, Glenda R.
Parent Participation Promotes Progress.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication Skills; Early Childhood Education; Guidelines; *Parent Child Relationship; Parent Participation; *Parent Teacher Conferences; *Parent Teacher Cooperation

This paper briefly discusses the rationale for and importance of establishing effective communication between parents and their children and between parents and schools. Five steps parents can take to develop positive communication with their children are outlined, and 14 general communication guidelines for carrying out a successful parent/teacher conferences are discussed. (MP)

ED 227 911 JC 830 139

McWilliams, Katie
Barrier Reduction Program for Women: Final Report.
Cedar Valley Coll., Lancaster, TX.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 82
GRANT- TEA-22420032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Counseling; *Career Counseling; Career Exploration; Career Guidance; Community Colleges; *Females; Participant Satisfaction; Program Descriptions; Program Evaluation; *Reentry Students; Two Year Colleges; *Womens Education; Workshops

Cedar Valley College's Barrier Reduction Program for Women (BRPW) offers workshops and individual career consultations to help area women meet their personal needs, increase their knowledge of career opportunities, and realize their individual potential. This descriptive and evaluative report begins by examining the diverse characteristics and needs of mature women in Dallas County, and then outlines the goals, procedures and techniques, marketing plan, program implementation, and support services of the BRWP. Section 2 describes the program's specific objectives, which were to help women: (1) gain self-awareness; (2) identify their marketable skills and training requirements, understand the rewards and problems of returning to school, and select jobs appropriate to their talents and needs; (3) become aware of non-traditional careers and identify job clusters with the most promising opportunities; (4) learn job-seeking techniques; (5) learn job management skills, such as dealing with office politics and stress on the job; and (6) understand the need to integrate dual career values into their family structure. For each objective, specific concepts and skills to be mastered, the activities conducted to achieve the objective, and a summary of participants' evaluations of these activities are provided. After providing an overall summary evaluation of the BRPW, the report concludes with recommendations and a summary of the demographic characteristics of program participants. (DAB)

Story, Sherie; And Others
Washington Community Colleges Academic Year Report, 1981-82.
Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; Capital Outlay (for Fixed Assets); College Faculty; College Role; *Community Colleges; *Educational Facilities; *Educational Finance; *Enrollment Trends; *Expenditures; Federal Aid; Financial Support; Part Time Faculty; Salaries; *School Personnel; State Aid; State Colleges; State Surveys; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington

Information on enrollments, personnel, finances, and facilities in Washington state community colleges is provided in this report for the four quarters of 1981-82 and for previous years. First, general information is presented on the colleges' role, missions, and history; the organization of the state system; and sources of funding. Section 1 contains systemwide data on: (1) annualized full-time equivalent (FTE) student enrollment by funding source, course intent, time/location, and instructional subject area; (2) FTE faculty by employment status and source of funding; (3) sources of funding (i.e., state, contract, and student) for instruction; and (4) student characteristics. Next, enrollment data are presented for each college. Section 2 provides information on faculty and administrative staff and average base salaries by college and for the system as a whole. Section 3 presents an overview of community college financial operations, including costs per FTE student, sources of funding, and expenditures by program and object. Finally, section 4 examines facilities and capital planning for each college and the state system. Appendices include vocational program offerings, information on student tuition and fees, and a list of publications. Report highlights include comparisons with 1980-81 data, showing a 14% decline in FTE students, a 9% decline in FTE faculty, and an 11% decline in the number of course sections offered. (HB)

PS

needed, are appended.) (RH)

ED 227 940 PS 013 415

Takeuchi, Michio
Controversial Issues in Contemporary Early Childhood Education in Japan.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cognitive Development; *Day Care Centers; *Early Childhood Education; Foreign Countries; *Futures (of Society); Gifted; *Kindergarten; Problems; Professional Training; *Public Policy; Reading Instruction
IDENTIFIERS- *Japan

Japanese society is faced with many problems in the areas of early childhood education and day care--problems which will not be easily solved in the near future. Lack of continuity between early childhood education programs and elementary school curricula, lack of parent involvement in school activities, ambiguity as to the purpose of preschool education, and lack of highly trained and certified teachers in both kindergarten and day care centers are among the issues underlying these problems. As part of the renewal of early childhood education in Japan, these problems must be tackled. However, the first step toward this renewal is reliance on the ability of educators to establish a clear philosophy of education that emphasizes the development of the whole child rather than one that focuses simply on those qualities that seem of most political or economic use within contemporary Japanese society. (MP)

ED 227 957 PS 013 442

Tamm, Maare
Relations Between Drawings and Play-Constructions in Four- and Six-Year-Old Children. Umea Psychological Reports, No. 148.
Umea Univ. (Sweden).
SPONS. AGENCY- Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
PUB DATE- 80
GRANT- SCRHSC-1047/77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Age Differences; *Cognitive Development; Early Childhood Education; *Freehand Drawing; *Play; *Spatial Ability; *Young Children

An experiment was conducted to test the hypothesis (derived from Piaget's theory of cognitive development) that the structure of children's drawings and play-constructions, being expressions of the same underlying function, should be similar. Two groups of 4- and 6-year-old nursery school children were given a testing task consisting of an orally presented narrative describing an outdoor scene. Following this presentation, children were required to retell the story and, in separate sessions, to produce a drawing, build with toys they had to request, and build with toys selected from a group of alternative choices. Results were in general agreement with the hypothesis, indicating that the degree of spatial coherence was similar in drawing and in play-constructions. Furthermore, it was found that while the 6-year-old children constructed spatially coherent representations, the 4-year-olds did not. (Author/MP)

ED 227 912 JC 830 140

Palmer, J. Ursula; And Others
Developing a Statewide Community/Junior College Consortium to Enrich Interpreting for the Deaf-Networking, July 1, 1981-June 30, 1982: Final Report.
Eastfield Coll., Mesquite, TX.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- College Faculty; Community Colleges; *Deaf Interpreting; Inservice Teacher Education; *Interpreters; *Manual Communication; *Networks; Resource Materials; State Surveys; *Statewide Planning; Two Year Colleges; Workshops
IDENTIFIERS- *Texas

In 1981-1982, Eastfield College undertook a project to meet the training, communication, and resource needs of Texas community/junior college instructors involved in training deaf interpreters, as well as the needs of their students. The project resulted in a workshop for interpreter trainers; the development of an annotated bibliography of resource materials; the publication of a newsletter to facilitate networking among interpreter instructors; and the development of a brochure describing training programs in Texas. This report presents information obtained during the course of the project. After listing members of the project's advisory board, the report provides information, including contact person, entry requirements, course schedule, and a list of textbooks, for the interpreter training programs at seven community/junior colleges in the state. The next sections, which list resources available on manual communication training and interpreter training, provide a bibliography of textbooks and articles; a list of texts used in Texas and in out-of-state interpreter training programs and in continuing education sign language courses; a list of available audio and video resources; and reviews of eight videotapes. The next sections contain two project newletters; the agenda of a 3-day workshop for interpreter trainers and the results of the workshop evaluation; and a composite profile of interpreter trainers in Texas. Recommendations and information on workshop participants are included. (DAB)

ED 227 926 PS 013 103

Moreno, Steve
Family Participation in Children's Education. Envolvimiento de los Padres en la Educacion de los Ninos.
PUB DATE- 81
AVAILABLE FROM- Moreno Educational Company, P.O. Box 19329, San Diego, CA 92119 (Each booklet, $0.95; discount on quantity orders).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Child Rearing; *Discipline; Early Childhood Education; Parent Education; *Parent Participation; Parent Role; Parent School Relationship; *Reading Skills; *Study Skills; Teaching Methods; *Values Education
IDENTIFIERS- *Parenting

These five booklets on parent involvement in education are part of a series of 22 booklets designed specifically to help them to learn. In "Parents: Your School Improvement Can Help Your Child" (booklet #4), the school setting is explained and specific recommendations are made about parental involvement in the school and how children can benefit from such involvement. In booklet #8, titled "Preventive Discipline and Positive Rewards for Your Children," suggestions are made which can help parents and teachers use preventive discipline and positive rewards with children and students of all ages. "Parents and Students: Learn How to Study and Improve your Grades" (booklet #11) discusses practical ways to help students develop better studying and learning skills in order to improve school grades. "Teaching Values to Your Children (booklet #12) gives examples and ideas about how parents can help their children to develop values that will enhance their lives. Booklet #13, "Parents as Teachers: Help Your Children Become Better Readers," specifies ways parents can help their children to improve their reading skills. All booklets are written with the same text in both English and Spanish, are easy to read, and include illustrations. (MP)

ED 227 941 PS 013 418

Smith, Robert F.
Gifted Early Childhood Education: An Overview.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Early Childhood Education; *Gifted; *Identification; Measures (Individuals); *Preschool Children; *Student Characteristics; *Talent; Teacher Role

Gifted preschool children have the right to an education designed to maximize their potential, and it is the responsibility of the early childhood educator to develop the competencies needed to provide a child with such an education. However, in order to provide appropriate educational experiences for the gifted and talented child, the educator should (1) possess a basic conception of what "gifted" and/or "talented" means, (2) be knowledgeable about the characteristics of the gifted child, (3) become familiar with various methods of identifying the gifted child (such as standardized tests, checklists, and parental reports), and (4) be aware of existing educational programs for the gifted. (MP)

ED 227 942 PS 013 420

Creed, Barbara B.; Solomon, Deene Goodlaw
Model Dependent Care Assistance Plan and Summary of Federal and California Tax Provisions Related to Child Care For and After 1982.
PUB DATE- 83
AVAILABLE FROM- Child Care Law Center, 625 Market Street, Suite 816, San Francisco, CA 94105 (Publication No. 81-15, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Early Childhood Education; *Eligibility; *Employer Supported Day Care; Federal Legislation; *Specifications; State Legislation; *Tax Credits
IDENTIFIERS- California

The brief introductory section of this publication outlines the purpose, terms, and eligibility requirements of a model dependent care assistance plan, which is designed to assist corporation employees in the care of qualified dependents (either children under age 15 or other individuals physically or mentally incapable of caring for themselves). In the second section, a summary of federal and California tax provisions relating to child care is provided. (MP)

ED 227 958 PS 013 444

Froham, A. H.; Wollenburg, Karen
Get a Jump on Kindergarten: A Handbook for Parent.
Cooperative Educational Service Agency 12, Portage, Wis.
PUB DATE- 83
AVAILABLE FROM- Portage Project Materials, CESA 12, P.O. Box 564, Portage, WI 53901
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Guides; *Kindergarten; Parent Education; *Parent Materials; *Preschool Children; *School Readiness; Skill Development

To assist parents and their children in making a smooth transition when the children leave home to enter school, this handbook describes a series of school-related skills and activities. Eight brief sections compose the document, one intended for parents and seven focusing on children and reflecting common kindergarten experiences. The section for parents is designed to prepare mothers and fathers for the potentially unsettling task of seeing a child off to school. Subsequent sections of the guide list and briefly elaborate approximately 35 skills and abilities seen as being helpful for children to have acquired before entering school. Skills listed cover a range of behaviors, including basic school routines; communicative, cooperative, and exploratory behavior; and the ability to accept change and care for oneself. A concluding section provides forms for listing medical information, plus other records and references. (RH)

ED 227 959 PS 013 445

Christy, Kathy J.; Dawes, Marge
Nutrition Education.
Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.
PUB DATE- Mar 76
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Objectives; Elementary Education; *Elementary School Students; Guidelines; *Learning Activities; *Nutrition Instruction; Resource Materials

Included in this booklet are nutrition learning activities intended to help elementary school students acquire knowledge that will enable them to select diets that meet their bodies' needs, both now and in the future. The learning activities correspond to specific nutrition education objectives and are presented separately for students in the lower grades (kindergarten through third) and upper grades (fourth through sixth). Related materials--including a daily food guide, a list of nutrients in food, and a calorie chart--are appended along with lists of resource books, films, games, pamphlets and teaching aids, and professional publications. (MP)

ED 227 969 PS 013 468

Sandy, Leo R.
Parent Intervention and the Development of Parental Awareness.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Action Research; *Children; *Outcomes of Education; *Parent Education; *Parents; Perception
IDENTIFIERS- Childrens Report of Parental Behavior Inventory; Parent Behavior; *Parenting

The effects of a parent intervention program on the development of parental awareness and perceptions of parental behavior were examined. Twenty-two parents and their respective children were randomly placed into either an experimental or a control group. The 11 parents in the experimental group were presented with child development information and parent/child conflict dilemmas to solve. Prior to and directly after the intervention, the parents of both groups were administered the Parental Awareness Measure and a modified version of the Children's Report of Parental Behavior Inventory. Analysis of covariance revealed that the parents in the experimental group made significant gains in parental awareness and also improved in their perceptions of parental behavior. When assessed 4 months later, parents in the intervention group made further significant gains in parental awareness but did not improve in perceptions of parental behavior. Children in both groups did not significantly differ from each other upon immediate completion of the intervention, nor did children in the experimental group improve in their perceptions of parental behavior 4 months after treatment. It was suggested that cognitive development in parenthood can be facilitated through intervention. (Author/RH)

RC

ED 227 985 RC 013 940

Gault, George H.; Coppedge, Robert O.
Community Evaluation for Economic Development. Small Town Strategy.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-59
PUB DATE- Aug 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Change Strategies; *Community Development; Community Leaders; *Community Surveys; Economic Development; Leaders Guides; *Questionnaires; Records (Forms); Rural Areas; *Rural Development
IDENTIFIERS- *Small Towns

Many communities have economic development efforts, which are generally undertaken in an attempt to create productive employment opportunities and to strengthen the local tax base. Unfortunatley, the economic development efforts of many communities, especially rural communities, are not productive ones. Many rural development efforts fail because they are unrealistic. This publication provides some guidelines for evaluating community potential for different types of economic development, assuming that no formal economic development program is operative. Two forms are provided for gathering information. The first form, "Community Profile," elicits information on the following: location, population, climate, community facilities, education, medical, recreation facilities (public), communications, government, financial institutions, utilities and service, labor analysis, transportation, taxes (tax year 1981), available industrial properties, and major employers. The second form provides 36 questions to be used by individuals in rating their community. (AH)

ED 227 970 RC 013 659

Coyle, Jean M.
Attitudes toward Provision of Services to the Elderly in Rural Communities: Two Case Studies.
SPONS. AGENCY- Eastern Illinois Univ., Charleston.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Amish; *Community Involvement; *Family (Sociological Unit); Helping Relationship; *Older Adults; *Rural Farm Residents; Rural Population; *Self Help Programs; *Social Support Groups; Transportation
IDENTIFIERS- *Illinois (Central)

Two Central Illinois farming communities (one Amish and one non-Amish) were selected for this study on the basis of preliminary interviews with individuals knowledgeable about communities in this geographic area in which residents generally assist one another in times of need, rather than seek outside help. Residents of Amish communities and some other small, traditional, non-Amish (English) rural communities often prefer to provide various types of services, such as hot meals for invalids, housekeeping services for the frail, and transportation for themselves and their neighbors, rather than seeking such service provision through formalized programs, like Meals on Wheels and Home Health Aides. Three primary areas of interest in each interview were: (1) perception of need for services by older residents of the subject's community; (2) perception of means by which services presently were being provided to older residents; and (3) attitude toward utilization by older residents of services provided through organized, outside agencies/programs. Both communities felt that various kinds of services for/to the elderly "had been," "were being," and probably "always would be" most effectively provided by community residents, without reliance on externally initiated services. (AH)

ED 227 999 RC 013 957

Nelson, Margaret F., Comp.; Walton, M. Frances, Comp.
Ohoyo Ikhana: A Bibliography of American Indian-Alaska Native Curriculum Materials.
OHOYO Resource Center, Wichita Falls, TX.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006076
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Alaska Natives; American Indian Education; American Indian History; *American Indian Literature; *American Indians; Annotated Bibliographies; Audiovisual Aids; *Cultural Education; *Curriculum Development; Elementary Secondary Education; Females; Human Resources; Instructional Materials; Program Descriptions; *Resource Materials; Tribes
IDENTIFIERS- Journal Articles

The 1200-item annotated bibliography on American Indian and Alaska Native resources is presented in four sections: curriculum materials, resource materials, bibliographies, and periodical articles. The first three sections are listed alphabetically by source showing the vast amount of materials being developed by Indian tribal groups and organizations. Each notation includes the title of the resource, author(s), year of publication (1970-1982), brief description, language written in (if applicable), number of pages, and grade level. For easier referencing, the contents of the bibliography are indexed in three ways: regional, audio/visual, and bibliography. The regional index lists printed materials contained in the curriculum, resource and periodical sections alphabetically by title, noting page number, grade level, and subject area (arts/crafts, bilingual, career education, extra curricular, language arts, math/science, social studies) or resource applicability (curriculum development aid, resource reference, reversing stereotyping/bias in textbooks). The audio/visual index provides a title listing of cassette tapes, records, films, slides and videotapes available and appropriate for classroom use. A list of curriculum resource personnel concludes the document. (ERB)

ED 228 014 RC 013 977

McDiarmid, G. Williamson; Kleinfeld, Judith S.
"...Doctor, Lawyer, Indian Chief:" The Educational and Occupational Aspirations, Plans, and Preferences of Eskimo Students on the Lower Yukon. ISER Research Note.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Aspiration; American Indian Education; Caree Choice; Comparative Analysis; Employee Responsibility; *Eskimos; High Schools; *High School Students; Life Style; *Occupational Aspiration; Postsecondary Education; *Rural Urban Differences; *White Students
IDENTIFIERS- Alaska

A 1980 survey of 323 Yup'ik Eskimo high school students in the Lower Yukon region and 117 white high school students in Fairbanks (Alaska) examined their educational and occupational aspirations and preferences. Students were asked what types of jobs they saw as desirable, what their occupational and educational aspirations were, and what types of rewards they wanted from work. There were no significant differences between Eskimo and white samples in aspirations for post-secondary education. There were differences between Eskimo and white subjects in patterns they followed in pursuing higher education; nearly 1/3 of the Eskimo sample planned to spend time in their home villages before going to college while white students preferred to go straight to college. Both groups chose professional occupations as the "best" kinds of jobs and unskilled, blue-collar occupations as the least desirable. Eskimo subjects were just as likely to want permanent, year-round, full-time jobs as were urban whites. The assumption that Eskimo students are less interested in a college education or in preparing for professional, technical, or managerial careers was not supported. While there seemed to be differences in the kinds of rewards rural Eskimo and urban white students seek from jobs, similarities clearly outweighed differences. (BRR)

ED 228 045 SE 040 921

Schoenfeld, Alan H.

Theoretical and Pragmatic Issues in the Design of Mathematical "Problem Solving" Instruction.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Mathematics; Critical Thinking; *Educational Theories; Higher Education; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Teaching Methods

This paper considers the nature of "understanding" in mathematics, and of instruction designed to foster it. The first part is theoretical, presenting an argument that there are (at least) three qualitatively different components to competent mathematical performance: (1) possession of the appropriate set of cognitive "resources," (2) the ability to select appropriately from the resources potentially at one's disposal, and use them with some efficiency (i.e., good "control" behavior), and (3) possession of a "mathematical perspective" that establishes the context within which resources are selected and used. Examples are given to show that the absence of any of these can cause failure in students. The second part is practical, and the focus turns to "positive" behavior. Suggestions are made for (1) solidifying resources including a focus on representations and the use of heuristic strategies, (2) inducing more efficient "control" behaviors, and (3) uncovering inappropriate (anti-mathematical) perspectives in students, and working towards replacing them with perspectives that support the development and utilization of mathematical skills. (Author)

ED 228 030 RC 014 016

Valle, Victor M.

La Capacitacion de Docentes Como Prioridad de los Sistemas Educativos de America Latino y al Caribe (In-Service Teacher Training as a Priority of Latin American and Caribbean Educational Systems).

Organization of American States, Washington, D.C. Dept. of Educational Affairs.

PUB DATE- Jan 83

LANGUAGE- Spanish

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Change Strategies; *Developing Nations; *Educational Cooperation; Educational Environment; *Educational Improvement; Foreign Countries; Higher Education; *Inservice Teacher Education; Interdisciplinary Approach; Teacher Education

IDENTIFIERS- *Caribbean; *Latin America

Whenever top-level officials in Latin American and Caribbean educational systems are approached, the topic of inservice teacher training is presented as a major priority. This paper outlines some ideas about the subject of inservice teacher training as a priority of educational systems in Latin American and Caribbean countries. The most frequent educational problems and the linkage that should exist between the educational systems and the national development efforts are briefly discussed. The technical guidelines for projects presented within the context of the Regional Program of Educational Development (PREDE), a program supported and implemented by the Organization of American States, are noted. Among PREDE's objectives are to: improve the quality of education, expand the educational systems, make basic education universal, revise curriculums, improve the methods of instruction-learning, plan investigations to identify problems, and improve and modernize the efforts of the educational systems. The paper also considers the importance of inservice teacher training; the rationale for and the conceptualization of inservice teacher training are also examined. The author points out the relationship between life-long education and teacher training. The paper concludes with some practical suggestions for organizing inservice teacher training programs. (Author/NQA)

SE

ED 228 046 SE 040 922

Hayden, Robert W.
A Historical View of the "New Mathematics."
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational History; Educational Research; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Modern Mathematics
IDENTIFIERS- *Mathematics Education Research; *Mathematics History

This paper provides a general overview of the forces that contributed to the rise and fall of the "new math" movement. It is noted that the movement developed as a response to certain problems in mathematics education; these problems remain to be solved. Some small-scale successes were achieved, from which we can learn. The answer to "What went wrong?" lies, the author believes, in conflicts between the pioneer curriculum reformers and the other groups interested in improving mathematical education, such as professional mathematicians. The work of the Commission on Mathematics is discussed in some detail, and comments on the School Mathematics Study Group (SMSG) are included. The new math, it is found, became "old-fashioned mathematics" presented from a modern point of view, and limited to the vocabulary of modern mathematics; it did not include any significant amount of useful modern mathematics (e.g., linear programming or statistics). References are made throughout the paper to pages from the author's doctoral dissertation, on which the paper is based. (MNS)

ED 227 986 RC 013 941

Hogg, David H.; Dunn, Douglas
Marketing the Uniqueness of Small Towns. Small Town Strategy.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- WREP-57
PUB DATE- Jun 82
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advertising; *Community Characteristics; Community Leaders; Leaders Guides; *Marketing; *Publicity; Records (Forms); Rural Areas; *Rural Development
IDENTIFIERS- *Small Towns

A small town can strengthen its local economy as a result of business people and concerned citizens collectively identifying that community's uniqueness and then capitalizing on it via advertising, personal selling, sales promotion, or publicity. This publication relates the science of marketing to communities. Seven simple techniques are provided to help residents of a small town identify and market what is unique about their community, i.e., brainstorming session, visitor questionnaire, photography contest, interviewing new businesses, focus groups, school essay contest, and professional visitation. A case study of Willcox, Arizona, is included along with a sample visitor registry form. (AH)

ED 228 000 RC 013 958

Anderson, Owanah
Ohoyo One Thousand: A Resource Guide of American Indian/Alaska Native Women, 1982.
OHOYO Resource Center, Wichita Falls, TX.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advocacy; *Alaska Natives; American Indian Education; *American Indians; Community Development; Employment; *Females; Health Services; *Human Resources; *Leadership; *Professional Recognition; Self Determination; Social Services; Tribes

The resource guide contains a listing of 1,004 notable American Indian/Alaska Native women who are willing to share their resource skills in 62 Indian-specific programs, Indian priority issues, and women's agenda issues. The women represent 321 tribes and bands and are from 44 states. Biographical briefs for each woman include personal data (name, address and telephone number as of winter 1982); tribal affiliation; place of birth and year; professional field; narrative pertaining to Indian activity/contributions; efforts in advocacy of women; and summary of publications, honors/awards, and highest degree received. An index lists the women in six categories: skills and expertise in Indian tribes, communities, and programs (leadership roles, cultural preservation, spokesperson/visibility role, education, health care delivery, development/self sufficiency expertise, employment advocacy skills, and delivery of social services); skills and expertise in advocacy of women (education, health, social service delivery, and employment opportunity); professional specialties (arts, business, communications/media, education, health care, legal, science, and social work); post-graduate educational attainment; tribe; and state. (ERB)

ED 228 015 RC 013 978

McDiarmid, G. Williamson
Getting It Together In Chevak. A Case Study of a Youth Organization in a Rural Alaskan Village. Occasional Paper No. 4.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Alaska Natives; American Indian Education; Behavior Development; *Community Action; Community Services; *Cultural Education; Culture Conflict; *Eskimos; *Experiential Learning; Fund Raising; *Leadership Training; Local Issues; Modernization; Nonformal Education; Recreational Programs; Role Models; Rural Areas; Traditionalism; Young Adults; *Youth Programs
IDENTIFIERS- Alaska (Chevak); *Chevak Village Youth Association AK

The Chevak Village Youth Association (CVYA) was developed in a rural Eskimo village (population 520) both to educate youth and to integrate them into functional roles in the community. CVYA is an entirely indigenous youth organization, created and managed by the youth and young adults of the village. It has evolved, in part, as a response to the problems of youth in the village. Until the Hootch Decree in 1976, adolescents left villages during their teenage years to attend boarding schools either in Alaska or in the Lower 48. With the creation of village high schools, communities had to understand and relate to a group of adolescents who had previously gone through adolescence largely at a distance. In addition, the upheavals which have beset Eskimo communities have particularly affected youth who seem to be lost in both the old world which is passing and the new one just coming into being. Functions of CVYA activities are social and/or recreational, economic, community service, and educational; CVYA also encourages participation in organizing and facilitating activities. Involvement in CVYA builds on traditional Eskimo ways to facilitate skill transmission, express character ideas, and provide role models. Six tables summarize the narrative information. (BRR)

ED 228 031 SE 040 713

Murphy, Elaine M.
The Environment to Come: A Global Summary.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- PRB, 1337 Connecticut Avenue, NW, Washington, DC 20036 (single copy, $2; two or more copies, $1.75 ea; Orders under $20 must be prepaid with a $1 shipping/handling fee included).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Ecology; Economic Development; *Energy; *Environmental Education; Fisheries; *Food; Fuels; *Futures (of Society); *Global Approach; *Migration; Natural Resources; Pollution; Population Trends
IDENTIFIERS- *Minerals

Six major reports have recently assessed the state of the world in terms of energy, food, population, natural resources, pollution, and economic development. These reports include: (1) "The Global 2000 Report to the President: Entering the Twenty-First Century"; (2) "Global Future: Time to Act"; (3) "World Conservation Strategy: Living Resource Conservation for Development"; (4) "Interfutures: Facing the Future"; (5) "North-South: A Programme for Survival"; and (6) "World Development Report." Findings and recommendations of these reports serve as the basis for the summary of selected environmental prospects. Although the findings/recommendations are not identical, with differences of focus and emphasis, all conclude that there are serious problems ahead environmentally and economically, and while solvable, they will require more and better planning. Areas addressed include: population (migration, international migration); energy resources (demand/supply, fuelwood, transition from oil-based systems); mineral resources (mineral reserves, distribution of minerals); food (food production, ecological considerations, fisheries, food prospects); and future prospects. Also included are excerpts from books by Herman Kahn and Julian Simon (who see difficult times ahead economically/environmentally), followed by commentaries of demographers or economists. (JN)

ED 228 047 SE 040 923

Whitman, Nancy C.; And Others

Mathematics: Program Assessment and Improvement Planning Manual.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Curriculum Development; Educational Assessment; Educational Improvement; *Educational Planning; Educational Trends; *Elementary School Mathematics; Elementary Secondary Education; Faculty Development; *Instructional Improvement; *Mathematics Instruction; *Needs Assessment; Problem Solving; Reading; *Secondary School Mathematics
IDENTIFIERS- *Hawaii

This document provides a model for assessing a school's mathematics program and planning for program improvement. A systematic process for instructional improvement focuses upon students' needs and the identification of successful instructional strategies to meet these needs. The improvement plan and the implementation of intervention strategies are based on the analysis of assessment data. The climate, leadership, and collaborative efforts among people involved are considered as crucial factors; also essential is a common body of knowledge, skills, and attitudes from which to approach instruction. The eight major sections of the manual focus on (1) goals and objectives; (2) evaluation; (3) Foundation Program Assessment and Improvement System (FPAIS), the official curriculum management system of the Department of Education; (4) elementary and intermediate schedules; (5) high school schedules; (6) trends and issues in mathematics education; (7) problem solving; and (8) reading in mathematics. (MNS)

ED 228 016 RC 013 979

Liu, Jeanne M.; Brinlee, Patricia S.

Relationships between Readiness Characteristics and Basic Skills Achievement of Rural First Graders.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Basic Skills; *Cognitive Measurement; Comparative Analysis; Elementary Education; Grade 1; *Learning Readiness; Rural Education; *Rural Urban Differences; *School Readiness; Socioeconomic Status

IDENTIFIERS- Cognitive Skills Assessment Battery; *South Carolina; South Carolina Basic Skills Assessment Program

The exploratory investigation was guided by four research questions: (1) what are the similarities and differences in the readiness status between rural and urban first graders; (2) what is the relationship between the readiness status and socioeconomic status of rural and urban first graders; (3) what are the similarities and differences in the end-of-year reading and mathematics basic skills achievement of rural and urban first graders; and (4) what are the relationships between readiness characteristics and reading and mathematics basic skills achievement of rural first graders? The Cognitive Skills Assessment Battery (CSAB) and the South Carolina Basic Skills Tests (Grade 1) were administered to a random sample of 3,883 children (2,063 or 53% rural and 1,820 or 47% urban). Results of analyses indicated that 64% of the rural students were considered "ready" on the basis of their total CSAB scores while 68% of the urban students were considered ready; that socioeconomic status appeared to be more highly related to readiness status than urbanism; and that the differences found in reading and math were very small and may not be meaningful from a practical perspective. (AH)

ED 227 971 RC 013 858

Herbster, Douglas
Recruitment and Retention of Qualified Teachers.
PUB DATE- 15 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Teachers; *Employment Practices; Higher Education; High Schools; *School District Size; *Secondary School Teachers; Small Schools; Student Teachers; *Teacher Certification; Teacher Education Programs; Teacher Employment; Teacher Improvement; Teacher Persistence; *Teacher Recruitment; Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- *Montana

Based on results from a sample of the entire Montana public high school system and 5 Montana teacher training institutions, followed by a telephone survey of 15 superintendents/curriculum directors and directors of placement from the 5 institutions used in the original study, there were indeed definite hiring preferences shown toward applicant secondary teachers. Areas in which preferences were most salient were professional educational preparation, number of years of classroom teaching experience, and whether applicant teachers were endorsed in single-field or multi-field subject areas(s). Smaller schools preferred teachers who could teach more than one subject area. Larger schools preferred teachers who specialized in a particular field. Both larger and small schools preferred teachers with bachelor's degrees. Smaller districts preferred teachers with little or no experience because of limited funds for teachers' salaries. Larger districts preferred teachers with no more than five years' experience. College students currently enrolled in secondary teaching curricula should be encouraged to certify in subject areas in which the supply of teachers is not expected to greatly exceed demand. Students should consider dual or even multiple subject certification. Colleges involved in teacher training should place greater emphasis on improving teaching techniques of existing teachers and those teacher candidates currently in training. (BRR)

Summer Food Service Program for Children. Administrative Handbook. Revised.

Food and Nutrition Service (DOA), Washington, D.C.

REPORT NO.- FNS-206
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; *Breakfast Programs; Economically Disadvantaged; Elementary Secondary Education; Eligibility; Federal Programs; Food Handling Facilities; *Food Service; *Lunch Programs; Migrant Children; Nutrition; Program Administration; *Program Development; Recordkeeping; School Health Services; *Summer Programs
IDENTIFIERS- *Summer Food Service Program

Consisting of four main sections, the handbook is intended for sponsors who participate or plan to participate in the Summer Food Service Program (SFSP), which was established to ensure that, during school vacation, children would be able to receive the same high-quality meals provided during the school year by the National School Lunch and School Breakfast Programs. Providing information to help guide potential sponsors through the early stages of planning and operating a program, section 1 includes information on determining eligibility and need, planning the meal service, selecting sites, staffing, and applying for the program. Section 2 outlines in more detail the sponsor's administrative responsibilities in the areas of training, monitoring, program payments, administrative reviews, violations, postprogram evaluation, and recordkeeping. Discussing how a sponsor contracts with a food service management company, section 3 includes information on selecting a company, bidding and contracting, bidding procedure, awarding the contract, planning and operating the program, and assistance provided by the Small Business Administration. Section 4 discusses the unique eligibility requirements, reimbursement methods used by camps, and the special needs of camps. Section 5 lists the meal pattern requirements, necessary worksheets, sample forms that sponsors may use, and a glossary of 13 items. (NQA)

ED 228 001 RC 013 961

Lucas, Barry G.
Diversity and Decline in Rural School Systems: A Conflict Management Perspective.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Change; *Community Characteristics; *Conflict Resolution; Consolidated Schools; *Declining Enrollment; Opinions; Political Issues; *Problem Solving; *Rural Schools; School District Reorganization; Shared Services
IDENTIFIERS- Impact; Saskatchewan

While it is not the intent of the paper to portray the rural school jurisdictions as completely riven and incapacitated by conflicting interests, a very strong implication emerging from studies of these school systems is that "integrative" management policies and strategies are needed to counteract the fragmentation which has been exacerbated by the decline in student enrollments. Sections in this opinion paper include a brief review of sources of divisiveness in rural school administrative structure in relation to the factor of decline in enrollment in Saskatchewan and a discussion of approaches to conflict management, i.e., "integrative" management, consensus approach to management, political integration, sovereignty-dependence, and cross-cutting cleavages. The conclusion suggests that in reviewing two "integrative factors" which are associated with the theory of political integration, it was not the intent of this paper to suggest that they offer some kind of panacea for dealing with the problems of coordination and of public consent in rural school systems; that, apart from theoretical considerations, it appears events are enforcing the need for a greater degree of inter-community toleration and cooperation in differentiating and sharing educational services and resources; and that current approaches to organizing and administering rural school jurisdictions are really quite superficial. (AH)

ED 227 972 RC 013 883

Cheitman, Edith A.
The Practice of Group Work with Rural Female Populations.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Activism; *Feminism; *Group Counseling; Group Unity; *Rural Environment; *Rural Population; *Social Networks; *Social Workers; Urban to Rural Migration
IDENTIFIERS- Consciousness Raising; Isolation (Geographic); Oppression

For rural women in America to gain some measure of empowerment, they must first have an opportunity to reinforce among themselves their common perceptions of what is happening to them in this culture. Those perceptions, while accurate, deviate from those commonly represented by the media in an urban, male-normed society. Group work is essential among rural women in order for them to be able to form the coalitions which facilitate the development of identification and group cohesion requisite for political actions necessary for their empowerment. While it is clear that group work interventions can be highly effective in working with rural women, the pervasive milieu of rural culture can work against the group practitioner. Rural women are physically and socially isolated. The "woman-as-chattel" mentality appears to be more evident among rural people. Familial independence and mistrust of available social services can lead to lack of problem identification and resolution. Another issue which contributes to the oppression of rural American women and which has profound impact on group practice stems from the importance of their use of an informal news network as the major source of information on which they make decisions by which they function on a day to day basis. (BRR)

ED 227 973 RC 013 915

Olivas, Michael A.
The Tribally Controlled Community College Assistance Act of 1978: The Failure of Federal Indian Higher Education Policy.
Houston Univ., TX. Inst. for Higher Education Law and Governance.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Organization; *American Indian Education; *Community Colleges; Eligibility; *Federal Aid; Federal Legislation; Institutional Characteristics; *Public Administration; Tribes; Two Year Colleges
IDENTIFIERS- Legislative History; *Tribally Controlled Comm Coll Assist Act 1978

The Tribally Controlled Community College Assistance Act of 1978, P.L. 95-471, was an attempt to provide resources to Indian tribes for establishing and improving tribal colleges. However, 2 1/2 years after enactment, approximately half of the eligible tribal institutions have received operating grants from the Act. This inability to provide resources has been a result of several factors, including the impoverished condition of the colleges, design flaws in the Act, and bureaucratic delays in the Bureau of Indian Affairs, the Office of Management and Budget, and the Department of Education. This article examines these three concerns, and analyzes how each has prevented fuller participation by tribal colleges in the Act. Each provision of the Act is examined against the three criteria (institutional characteristics, legislative provisions, bureaucratic implementation); the legislative history and hearing record are also examined to determine the extent to which the Act has fully complied with congressional intent. Finally, recommendations are made to improve the Act and its administration, for it is the complex eligibility and administrative procedures that, in the main, have caused the delay. (Author)

ED 227 974 RC 013 916

Danky, James P., Ed.; And Others

Native American Press in Wisconsin and the Nation. Proceedings of the Conference on the Native American Press in Wisconsin and the Nation (Madison, Wisconsin, April 22-23, 1982).

Wisconsin Univ., Madison. Library School.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.; Wisconsin State Historical Society, Madison.; Wisconsin Univ., Madison. School of Journalism and Mass Communication.
REPORT NO.- ISBN-0-936442-09-5
PUB DATE- 82
AVAILABLE FROM- State Historical Society of Wisconsin, 816 State Street, Madison, WI. 53706 ($7.36, postage included).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Alaska Natives; *American Indian History; *American Indians; *Freedom of Speech; *Journalism; *Newspapers; *Press Opinion; Tribes
IDENTIFIERS- Boudinot (Elias); Wisconsin

Conference proceedings on the Native American Press in Wisconsin and the Nation present speeches and presentations pertaining to current American Indian publications and examples of analysis and synthesis created by Indian scholars. Topics of speeches presented include: an interpretive framework for Native American discourse; the early years of Indian publications (1828 to the Civil War); a survey of Native American journalism from the Civil War to the present; women in Native American journalism; a report on efforts made by the Council of Energy Resource Tribes in journalism; a biography of Boudinot, a Cherokee editor; how news concerning Native Americans is reported in Alaska; a research report on the Native American press bibliographies; and a case study on contemporary Native American discourse. Representatives from various tribal newspapers describe their publications' activities. Newspapers represented are the Circle, Wind River Journal, Menominee Tribal News, Lac Courte Oreilles Journal, and Zoar's Weekly Information. Appendices pertaining to Freedom of the Press on Indian reservations and listings of conference speakers and conferees conclude the proceedings. (ERB)

ED 227 988 RC 013 943

Conry, Robert F.; Jeroski, Sharon F.
An Evaluation of Project Learning Tree in British Columbia, 1980-81.
British Columbia Univ., Vancouver. Faculty of Education.
SPONS. AGENCY- Weyerhauser Company Foundation, Tacoma, WA.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Affective Measures; *Affective Objectives; Cognitive Ability; *Cognitive Measurement; Conservation (Environment); Elementary Education; *Environmental Education; Foreign Countries; Forestry; Outdoor Activities; Plant Identification; Program Evaluation; Science Activities; *Student Attitudes; *Teacher Response; *Trees; Units of Study
IDENTIFIERS- British Columbia; *Project Learning Tree BC

Evaluation of Project Learning Tree (PLT) involved a survey of PLT's utilization in British Columbia and the field experiment. The survey included participant observers' reports on PLT teacher training workshops, a mail survey of workshop participants, and telephone interviews with selected respondents. Two treatment conditions were effected at grades 3, 5, and 7 involving a minimum of two school districts. Both cognitive (achievement) and affective (attitude) dimensions were assessed for potential impact of the instructional intervention. The field experiment involved the development of instructional units for grades 3, 5, and 7 by classroom teachers identified through the survey as "high" users of PLT; participation in 3-day workshops at the University of British Columbia; the evaluation team and PLT facilitator's revision of the units prepared at the workshops; development of specifications and preparation of tests to assess the units' cognitive and affective components; identification of field sites and teacher recruitment; attendance of participating teachers at training workshops offered by the PLT facilitator and evaluation team; and monitoring of classroom execution and testing by the evaluation team. Overall, teacher response to the materials was positive. Delivery of instruction appeared to be most consistent at grade 5 and most idiosyncratic at grade 7. (NQA)

ED 228 032 SE 040 900

Vandenberg, Lela; And Others

Nutrition and Food--Education, Policy, and Practice: A Selected, Annotated Bibliography. #9.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

PUB DATE- 82

AVAILABLE FROM- Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824-1034.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Annotated Bibliographies; Developing Nations; *Dietetics; Eating Habits; *Food; Food Standards; Foreign Countries; *Health Programs; Information Sources; Mass Media; Nonformal Education; *Nutrition; *Nutrition Instruction; Policy; *Program Descriptions; Program Evaluation

IDENTIFIERS- Food Consumption; Food Supply; *Nutrition Education Research

Provided is an annotated bibliography of selected, non-formal publications related to nutrition and development. Entries are presented, alphabetically by author, in six sections. The first section contains practical manuals and materials, and references on: nutrition education projects and programs; training for fieldworkers; nutrition education research; and mass media use, especially radio, in promoting healthy nutritional practices. The second section includes references on planning and evaluating nutrition programs, as well as descriptive reports; integrated development projects with a nutrition component; nutrition research; and food and nutrition policy issues. The third section contains references on food-related patterns and practices in various regional areas, and suggestions and instructions for preparing nutritious foods with locally grown products. The fourth section cites newsletters and periodicals, including those focusing exclusively on nutrition and related issues, and those that regularly contain articles of interest on food, nutrition, and hunger. The fifth section lists organizations working in some capacity toward the solution of nutrition, food, and hunger problems. The sixth section lists recent acquisitions (without annotations) received as the bibliography was being prepared. Because of the "fugitive" nature of many materials, full information on document sources is included. (JN)

ED 228 048 SE 040 924

Cornett, Lynn M.

Preparation Programs and Certification Standards for Teachers of Science and Mathematics in the SREB Region.

Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, NW, Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; *Elementary School Teachers; *Mathematics Education; *Preservice Teacher Education; *Science Education; *Secondary School Teachers; Surveys; *Teacher Certification; Teacher Education
IDENTIFIERS- *Mathematics Education Research; Southern Regional Education Board

In the introduction to this report, it is noted that the quality of mathematics and science education in our schools depends to a great extent on the teachers in the classroom, and that the competency of the teachers depends on preservice preparation programs and state certification requirements which insure that minimum standards have been satisfied. The report describes the status of certification requirements for elementary and secondary mathematics and science teachers in the 14 states in the Southern Regional Education Board (SREB) region. The content of programs to prepare science and mathematics teachers is outlined. In addition, recommendations from the National Science Teachers' Association (NSTA) and the National Council of Teachers of Mathematics (NCTM) concerning certification and program standards are discussed relative to the SREB findings. (Author/MNS)

ED 228 017 RC 013 980

DeLong, Thomas J.
A Career Development Perspective of Rural Educators and Career Decision-Making.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; Career Planning; Comparative Analysis; *Goal Orientation; *Individual Needs; Personal Autonomy; *Rural Schools; Security (Psychology); Surveys; *Teachers; Vocational Aptitude
IDENTIFIERS- *Career Anchors; *Career Orientations Inventory; Utah

A 38-item questionnaire designed to collect data on 5 career anchors (security, technical/functional competence, managerial competence, creativity, and autonomy) and 3 career drives (identity, service, and variety) was administered to 153 rural educators in eastern-central Utah. Using a factor analytic approach to ascertain the internal validity of the questionnaire, the results indicate that the individual items designed to measure the eight career orientations, for the most part, clustered together. One major exception was observed. For the security variable, the analysis suggests that the items were measuring two different security variables: (1) two items emphasized the part of security which concerns itself with remaining in a certain geographical location as opposed to moving employment location, and (2) another factor had high coefficients which corresponded to items emphasizing stability, benefits, and good retirement. Although two career orientations had relatively high coefficients under both groupings (identity and service), one grouping fell under a multifaceted approach to teaching (managerial competence, autonomy, variety, and creativity) and the other grouping had technical competence and security as their central career orientations. Analysis suggests that managerial interests and technical competence are on polar extremes, and that educational organizations need to appreciate differences between teachers. (AH)

ED 228 002 RC 013 962

Beckner, Weldon
The Case for the Smaller School. Fastback 190.
Phi Delta Kappa, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Columbus, Ohio.
REPORT NO.- ISBN-0-87367-190-2
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Control; Curriculum; Educational Attitudes; *Educational Environment; Educational Finance; *Educational Needs; Elementary Secondary Education; Population Trends; *Rural Education; Rural Schools; School Administration; *School Community Relationship; School Size; *Small Schools; Social Indicators

Exploring the revival of interest in smaller schools, the fastback examines the legacy of the small school, the minimum school size, the advantages and disadvantages of smaller schools, the needs of smaller schools, and some important indicators and trends of what is actually likely to happen in small schools. In discussing the advantages and disadvantages of smaller schools, arguments are grouped into six areas: community relationships and control, finance, administration, teachers, students, and curriculum and instruction. The intent in discussing the disadvantages of smaller schools is to identify ways to alleviate or overcome problems brought about by smallness. In considering what is needed to improve small schools and rural education, the fastback provides suggestions concerning student needs, finance, community values, curriculum and instruction, personnel, and policy control. Some important social indicators and trends that have implications for smaller schools are examined. Five guidelines, based on both theory and experience, suggest ways that leaders can bring about change to improve the educational program in small or rural schools. (NQA)

ED 228 004 RC 013 965

Pelton, Mary Helen White
Staff Development in Small and Rural School Districts. AASA Small School Series #1.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
GRANT- 300820226
AVAILABLE FROM- American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. #021-00835, $4.50 ea., 2-9 copies less 10%, 10+ copies, less 20%).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; *Community Resources; Educational Planning; *Educational Technology; *Inservice Teacher Education; *Rural Schools; Small Schools; *Staff Development; State Departments of Education

Staff development is the small school district's key to survival in the 1980's. Although small rural districts may face problems like isolation and limited resources, they have distinct advantages. Chapter 1 of this guide provides a list of advantages, which include close contact between teachers and administrators, strong ties to the local community, and staff development goals that effectively meet community expectations and student and teacher needs. The second chapter defines staff development in terms of adult learning styles, describes a program that works, discusses getting started in the small/rural school district, and provides suggestions to assist in avoiding staff development pitfalls. Chapter 3 contains ideas that work, i.e., individualized staff development, programs from state departments, staff development via technology at work, peer teaching as a technique, cooperation among districts, and some national attention (National Diffusion Network exemplary projects). Additionally, the guide provides a list of resources, and selected readings. (AH)

ED 228 019 RC 013 986

Spencer, Maria Gutierrez, Comp.; Almance, Sofia, Comp.
Ayudele! Help Him! .
PUB DATE- 72
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Child Development; *Childhood Needs; Child Welfare; Cultural Background; Dietetics; *Eating Habits; Elementary Education; *Food; Food Standards; Mexican American Education; *Mexican Americans; *Nutrition; Spanish Americans
IDENTIFIERS- *United States (Southwest)

Written in Spanish and English, the booklet briefly discusses what parents can do to help their child learn at school. The booklet briefly notes the importance of getting enough sleep; eating breakfast; praising the child; developing the five senses; visiting the doctor; having a home and garden; talking, listening, and reading to the child; taking trips; having crayons, pencils, and toys; having the child ask questions; showing love and affection; developing self-confidence; preparing for school; caring for the child's teeth; having personal possessions; having good manners; and speaking clearly. The effects fear and an inferiority complex have on a child are discussed. Following a brief discussion of Mexican American food patterns is a listing of seven good practices to follow in preparing Spanish American foods. Also presented are 10 suggestions for lowering the caloric content and 7 practices for improving the nutritive value of Spanish American foods. A chart depicting the estimated nutritive value of two enchiladas and one taco is provided, along with an overview of the first Spanish American banquet. (NQA)

ED 228 034 SE 040 903

Projected Employment Scenarios Show Possible Shortages in Some Engineering and Computer Specialties. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-83-307
PUB DATE- 23 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Science; Electronics; Employment Patterns; *Employment Projections; Engineering; *Engineers; *Industry; Labor Force; Occupational Surveys; Paraprofessional Personnel; Sciences; *Scientists; *Technical Occupations
IDENTIFIERS- National Science Foundation

This report presents findings of a National Science Foundation (NSF) assessment of the adequacy of the supply of science, engineering, and technician (SET) personnel for meeting defense and non-defense requirements between 1982 and 1987. Selected findings included in the report follow. Based on four scenarios representing combinations of low and high macroeconomic activity, employment growth in the major employment categories (science, engineering, technician) is projected to range from 2.5 percent to 4.0 percent per year. Shortages are projected for aeronautical/astronautical engineers and computer specialists. At high projected levels of defense expenditures, the shortage of electrical/electronic engineers will be almost 10 percent of supply or roughly 30,000 personnel. Employment of electrical/electronic engineering technicians is projected to increase from 3.0 percent to 4.0 percent annually over the next 4 years, and employment for mechanical engineering technicians is projected to increase by 2.4 percent to 5.0 percent. Projections of SET employment were more sensitive to variations in defense spending that to variations in macroeconomic activity because the former's impact is concentrated on high-technology, manufacturing industries. Among SET occupations, defense expenditures have their strongest impact on the engineering work force. (JN)

ED 228 050 SE 040 926

Computers in the Mathematics Classroom. Guidelines for Quality Mathematics Teaching. Monograph No. 17.

Michigan Council of Teachers of Mathematics.

PUB DATE- Aug 82
AVAILABLE FROM- MCTM, Box 16124, Lansing, MI 48901 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Oriented Programs; *Computer Programs; Computers; Elementary Secondary Education; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Microcomputers; Programing
IDENTIFIERS- Michigan

This monograph is intended to be a practical introduction to computers for K-12 mathematics teachers, describing and illustrating ways in which computer technology can be used in the teaching of mathematics. It is organized according to the major ways computers are used in classrooms, and includes activities with suggested lesson outlines, BASIC program listings, and a brief glossary. Chapter 1 provides an introduction to computer-enhanced mathematics, with classroom applications in two broad categories considered: (1) computer science, in which the computer is the object of instruction; and (2) instructional computing, in which the computer is used for teaching and learning. The following seven chapters focus on computer literacy; teaching BASIC programming; programming activities for developing concepts; computer methods for problem solving; drill, practice, and tutorial uses; other uses; and resources for educational computing. Programs included are designed to run on most types of microcomputers; for this reason, they do not involve graphic or other features particular to one machine. All programs were run and listed on an Apple II microcomputer, and the collection can easily be stored on a single floppy disk. (MNS)

ED 228 018 RC 013 985

Kersey, Harry A., Jr.; And Others
Native American Studies in the Laboratory School Curriculum.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- American Indian Culture; American Indians; *American Indian Studies; Attitude Change; *Attitude Measures; Comparative Analysis; *Cultural Awareness; *Curriculum Development; Elementary Education; Grade 8; Laboratory Schools; Questionnaires; Social Studies; *Student Attitudes
IDENTIFIERS- Florida

A study was undertaken to determine students' attitudes toward Native Americans before and after they took the Native American studies course developed through an ESEA Title IV-C Curriculum Development Grant by the Alexander D. Henderson University School (ADHUS), a laboratory school on the campus of Florida Atlantic University. To comply with federal guidelines, Boca Raton Academy was invited to participate in the study. Eighth grade classes at both schools were targeted for the study. To gauge any shifts in students toward Native Americans after having taken the course, a pre- and post-test instrument was administered to 127 students at the ADHUS and Boca Raton Academy. Questions were formulated and paired to elicit student responses to five major issues in contemporary Native American life, such as freedom of Native Americans to live where they please, rights and responsibilities of citizenship, stereotypes of Native Americans, etc. Faculty and staff conclusions and recommendations included the following: the data on attitude shifts were inconsistent and not always in the direction expected; the subject matter depicting both historical and contemporary Indian life styles in Florida was of high interest to middle school youth; and the question remained, what is the appropriate position for the Indian cultures course within the social studies curriculum. (AH)

ED 227 989 RC 013 944

Conry, Robert F.; And Others
An Evaluation of Project Learning Tree in British Columbia. Appendices.
British Columbia Univ., Vancouver. Faculty of Education.
SPONS. AGENCY- Weyerhauser Company Foundation, Tacoma, WA.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Affective Measures; *Cognitive Measurement; Elementary Education; *Environmental Education; Extracurricular Activities; Field Trips; Foreign Countries; Forestry; Lesson Plans; Program Evaluation; Questionnaires; Student Projects; Teacher Response; Teaching Guides; Tests; *Trees
IDENTIFIERS- British Columbia; *Project Learning Tree BC

The volume contains seven appendices (A-G) which accompany the first volume. Appendix A provides a list of project personnel and of teachers who participated in the unit development workshop. Appendix B, composed of six sections, includes the unit lesson plans and teachers' guides used in the field study for grades 3, 5, and 7. The grade materials may be quickly located by the title pages which introduce them. Appendix C contains the cognitive and affective instruments designed for pre- and post-instructional use. Appendices D and E offer samples of student activities used during field execution of the project. Appendix D consists of materials related to a field trip to the University of British Columbia Research Forest. Appendix E contains student art work and compositions produced in a grade 3 classroom. Appendix F provides a copy of the teacher evaluation form which solicited teachers' reactions to the units. Appendix G is the Phase I evaluation report which describes procedures and findings of the initial survey which examined Project Learning Tree usage patterns in British Columbia classrooms and considered the feasibility of a field evaluation. (Author/NQA)

ED 228 003 RC 013 964

Dorsey, O. L.; Burleson, Jerry
Automated Learning, Individual Instruction and Computers in the Small School Classroom.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Computer Assisted Instruction; *Computer Managed Instruction; Elementary Education; Mathematics Instruction; Mexican Americans; Microcomputers; Program Descriptions; Reading Instruction; *Remedial Mathematics; *Small Schools; Summer Programs; *Teacher Attitudes; Teacher Workshops
IDENTIFIERS- Spanish Surnamed; Texas (Big Lake)

The Big Lake, Texas, microcomputer pilot project, begun in 1981 with the express purpose of assisting the slow learner with math, was expanded shortly after its inception to involve all 550 K-6 elementary school students, 56% of which were Spanish surnamed. Initially, teachers were not involved in the project teacher aides were taught to operate the computers (one disc drive, five terminals, and one printer) and to assist the students. Each student was allocated 15 minutes per week using Millican math series software. Results of the Science Research Associates (SRA) scores at the end of 1 year showed a marked improvement in math and reading. During the first year, a presentation was developed and provided to over 300 teachers from 33 small schools to acquaint them with the microcomputer as an educational tool. Additionally, a computer camp was offered in 1982 for K-5 students to assist in evaluating computers as educational tools. There were problems in the project which were not overcome, i.e., limited machine locations and time per student, and a lack of a dedicated space for computer based instruction. Anticipated problems such as machine maintenance and teacher resistance to computerized instruction never occurred. (AH)

ED 228 033 SE 040 902

Grant, Lindsey
The Cornucopian Fallacies. TEF Reports.
Environmental Fund, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Energy; Environmental Education; *Environmental Influences; Food; Fuel Consumption; *Futures (of Society); Global Approach; Models; *Natural Resources; *Physical Environment; *Population Growth; Quality of Life; Technological Advancement; *Technology

Futurism is currently divided between two bitterly struggling camps. "Cornucopians" tell of the wonderful future that technology will bring and reassure us that our problems are not serious. "Jeremiads" warn of impending doom if something is not done about the particular problem troubling the futurist. Jeremiads include environmentalists, some (but not all) resource specialists, and those concerned about the rate of population growth. The debate between these two groups was sharpened in 1981 by the U.S. Government publication "The Global Report to the President: Entering the Twenty-First Century" and an article by Julian Simon ("Resources, Population, Environment: An Oversupply of False Bad News") published in "Science," volume 208, June 27, 1980, pages 1431-1437. The thesis of this paper is that there are logical flaws and oversights in the Cornucopians' approach that make the debate fundamentally asymmetrical. The Cornucopians have made assumptions and chose methodologies that simply ignore or dismiss the most critical issues; this has led the Jeremiads to their current concerns. Cornucopian fallacies and the reasoning processes and flaws/omissions characterizing the analyses of Simon and of Herman Kahn are discussed. (JN)

ED 228 049 SE 040 925

The Third National Mathematics Assessment: Results, Trends and Issues. 1981-82 Assessment Advance Copy.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89398-149-4; NAEP-13-MA-01
PUB DATE- Apr 83
GRANT- NIE-G-80-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computation; *Educational Assessment; Educational Research; Educational Technology; Educational Trends; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; Minority Groups; Problem Solving; *Secondary School Mathematics; Sex Differences; Testing
IDENTIFIERS- Mathematics Education Research; *National Assessment of Educational Progress; *Third Mathematics Assessment (1982)

This report describes and interprets findings from the 1981-82 national mathematics assessment, the third such assessment conducted by the National Assessment of Educational Progress. The results show a leveling off of the performance of American 17-year-olds, who had shown a decline between 1978 and 1982; 9-year-olds' performance has changed little from assessment to assessment. These findings are described and interpreted by a panel of mathematics educators. Besides discussing the overall results, the authors examine findings in the following categories: knowledge, skills and concepts; problem solving, applications and attitudes toward mathematics; computers and technology; minorities and mathematics; and sex differences in achievement. Findings are presented for different kinds of test items--those assessing knowledge, skills, understanding, and application--and for different subpopulations: Blacks; Hispanics; students in heavily minority schools, students in different achievement categories, males, females and students in advantaged-urban, disadvantaged-urban and rural schools. The report contains an executive summary and, in the appendixes, some discussion of other test results and other information about mathematics education, mathematics course taking, and steps being taken across the country to improve science and mathematics education. (Author)

ED 228 051 SE 040 927

A Curriculum in Geometry for Grades K-9. Guidelines for Quality Mathematics Teaching. Monograph No. 16.

Michigan Council of Teachers of Mathematics.

PUB DATE- Sep 81
AVAILABLE FROM- MCTM, Box 16124, Lansing, MI 48901 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Basic Skills; *Curriculum Development; Educational Planning; *Elementary School Mathematics; Elementary Secondary Education; Geometric Concepts; *Geometry; *Guidelines; Manipulative Materials; Mathematical Concepts; *Mathematics Curriculum; Mathematics Skills; *Secondary School Mathematics
IDENTIFIERS- Michigan

This monograph concerns the geometry curriculum as it should be in an effective and complete mathematics program in grades K-9. The first section makes an impelling argument for teaching substantial amounts of geometry in grades K-9: for practical life skills, for developing number and measurement concepts, for problem-solving experiences, for interest and fun, for developing intelligence, and for other reasons. These arguments can be used in curriculum committees examining the curriculum. The second section delineates the goals for geometry instruction. It includes content, awareness, and pedagogical goals. The last section, and by far the most extensive, delineates the scope, content, and sequence in geometry needed to implement the goals in the previous section. It is a blueprint, by grade levels, for the geometry curriculum, with specific illustrations of the content. (MNS)

ED 228 067 SE 041 264

Real Growth Rate of Academic R&D Expenditures Slowed to 2% in FY 1981. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-83-304
PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Colleges; Development; *Engineering; *Expenditures; *Federal Aid; *Financial Support; Higher Education; Industry; Research; *Science Equipment; *Sciences; Universities
IDENTIFIERS- National Science Foundation; *Research and Development

This report contains the findings of the National Science Foundation's (NSF's) Survey of Scientific and Engineering Expenditures at Universities and Colleges, FY 1981. The survey was mailed to 563 universities and colleges, including all institutions that granted a graduate science or engineering (S/E) degree, as well as to academic institutions with $50,000 or more in separately budgeted research and development (R&D) expenditures. Areas considered in the report include sources of R&D support, expenditures related to character of work and S/E fields, largest R&D performers, and research equipment expenditures. Selected findings indicate that: separately budgeted R&D expenditures totaled $6.8 billion, a 12 percent increase in current dollars over 1980 levels; in the context of national research effort, excluding national expenditures for development, academic instititutions performed 27 percent of the U.S. total in 1981, up slightly from their 25 percent share in 1974; Federal agencies continued to sponsor two-thirds ($4.5 billion) of academic R&D activities; basic research performance by universities/colleges totaled $4.6 billion, a 3 percent real increase over 1980 levels; and the most rapid current-dollar growth in major S/E disciplines occurred in mathematical/computer sciences, psychology, and the physical sciences. The life sciences accounted for more than one-half of total R&D experditures. (JN)

Schlenker, Richard M.
Curriculum Outline for Introduction to Engineering Chemistry. First Edition. Review Cycle-Annual.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; Chemical Bonding; Chemical Reactions; *Chemistry; *College Science; Course Descriptions; *Course Objectives; *Engineering; Engineering Education; Postsecondary Education; *Science Curriculum; Science Education
IDENTIFIERS- Marine Education

This curriculum outline consists of behavioral objectives (called terminal and enabling objectives) for Introduction to Engineering Chemistry, a one-semester, post-secondary course consisting of four 1-hour lectures each week. Course goal is to introduce marine engineering students to the rudiments of basic/introductory inorganic chemistry. The following subject areas (units) are considered in the course: fundamental concepts; structure of the atom and the periodic law; the relationship of periodic classification to the properties of the elements; general principles of chemical bonding; chemical symbols, formulae, and equations; the gaseous state and kinetic molecular theory; gram molecular volume of gases and molecular, atomic, and equivalent weights; liquid and solid states; solutions; solutions of electrolytes; oxidation-reduction reactions; acids, bases, and salts; chemical equilibria; ionic equilibria involving weak electrolytes; solubility product principle; electrochemistry; chemistry and properties of liquefied natural gas; alloys; and nuclear chemistry. Each unit is numbered (from 1 to 19), with terminal objectives taking on the number of a given unit. Enabling objectives are assigned both unit and terminal objective numbers. (JN)

ED 228 097 SE 041 295

Ramirez, Aura I.
Ecological Factors: Their Influence on Learning Style and Elementary Mathematics Achievement.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Cognitive Style; *Ecological Factors; Educational Research; Elementary Education; *Elementary School Mathematics; *Environmental Influences; Grade 4; Learning Modalities; *Mathematics Achievement; Mathematics Instruction; *Puerto Rican Culture
IDENTIFIERS- *Mathematics Education Research

This research investigates the interrelationships of modality strength, modality preference, field dependence-independance, sex, ecological group, and their contribution to mathematics achievement among 256 fourth-grade Puerto Rican students from four ecological environments. Ecological factors were defined as characteristics that make city areas distinct from one another in terms of, among others, physical surroundings, sound and visual stimuli, interactions, and kinds of activities. Data from four instruments were obtained and analyzed. Results suggest that ecological factors influence learning style and mathematics achievement. Auditory learners tend to live in the rural environment, mixed in the urban, and haptics in the suburbs. Rural children tend to be field-independent. In females, field dependence-independence is significantly explained by the joint contribution of modality strength and ecological group. A large proportion of mathematics achievement variance can be attributed to the joint contribution of ecological group and field dependence-independence in both males and females. In females, the greatest independent contributor seems to be field dependence-independence, while in males, it is ecological group. Since previous research had not considered ecological characteristics, these findings open new avenues of exploration in our quest for knowledge on learning style components. (Author)

ED 228 112 SO 014 494

International School Correspondence. Teacher's Guide. Cahier No. 6.
Federation Internationale des Organisations de Correspondances et D'echanges Scolaires (FIOCES), Paris (France).
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cross Cultural Studies; Cultural Awareness; Cultural Education; *Cultural Exchange; Elementary Secondary Education; Foreign Culture; *Intercultural Communication; Interpersonal Communication; *Letters (Correspondence); Second Language Instruction; Social Studies; Teacher Role

To make teachers of all subjects aware of the possible applications of international school correspondence, recommendations from teachers with a great deal of experience in this area are reported. Research shows that school correspondence can make a useful contribution to instruction concerning the language, culture, and civilization of everyday life in other countries. It can improve international understanding and bring together young people whom tradition, distance, and ignorance may have kept apart. There are two major sections to the guide. The first deals with correspondence between individuals, the second with group correspondence between classes. (RM)

ED 228 128 SO 014 572

Herbert, Mary
A Report on Canadian School-Related Museum Education.
Nova Scotia Museum, Halifax.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Education; Cooperative Programs; Educational Facilities; Educational Practices; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Museums; Professional Recognition; *Public Education; *School Community Relationship
IDENTIFIERS- *Canada

Intended to help people in museum education better understand what museums are doing, this study examines school-related youth education in Canadian museums and implications for the relationship between museums and the public education system. The major sources of information are interviews, visits to institutions, and responses to questionnaires on museum-school relations. These are supplemented by documentation collected from various institutions and informal conversations with people involved in museum education. Themes reported include the developing sense of museum education in Canada, the huge numbers of people served, the emerging professional identity of museum personnel and their sense of commitment to museum education, the role and status of the museum educator within the museum, communication and working relationships with the public school system and with teachers, the varieties of school related services, and future directions. A bibliography is provided. (RM)

ED 228 144 SO 014 621

Abbott, Susan

"In the End You Will Carry Me in Your Car": Sexual Politics in the Field.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anthropology; *Culture Conflict; Ethnic Groups; *Females; Participant Characteristics; *Researchers; *Research Problems; *Sex Role
IDENTIFIERS- Kenya

A conflict between the author, engaged in doctoral research in a rural Kenyan community, and an older village woman is narrated. The author suggests that anthropologists must be sensitive to the way in which their own cultural perceptions influence their interpretations of women's behavior in other cultures. The Kenyan village is characterized by two principles of authority: older persons have authority over younger and males have authority over females. However, while men are awarded rightful dominance, women have real power, particularly in the domestic arena. The conflict occurred when the older village woman instructed the other village women not to participate in the research that the narrator was carrying out. When confronted, the older woman asserted that the researcher should have asked permission to interview "her" women. The offended woman made attempts to have local authorities oust the research team from the village. Although eventually the research was completed, the author realizes that she had unwittingly placed herself in competition with the older woman for power over the other women. Both women, by manifesting values, attitudes, and behaviors expected of women in their own cultures, collectively contributed to the conflict. (KC)

ED 228 159 SP 021 239

Andrews, Theodore E.
Current Issues in Teacher Education: From a State Perspective.
Northeast Regional Exchange, Inc., Chelmsford, MA.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-G-82-0017
AVAILABLE FROM- The Northeast Regional Exchange, Inc., 101 Mill Road, Chelmsford, MA 01824 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Agents; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Global Approach; Public Schools; Staff Development; *State Departments of Education; State Standards; *Teacher Certification; *Teacher Education; *Teacher Effectiveness; Teacher Supply and Demand

The question of how a state can attract, prepare, license, and retain an adequate number of competent teachers is addressed in this publication. An introductory statement considers the goals of public school education as well as present and future issues and concerns of educators. Recommendations made in six chapters focus on the role of the state education agency in educational improvement. In the first chapter, global and national perspectives on education are briefly assessed prior to an indepth discussion of issues facing the Northeast Region, which comprises six New England states and New York state. The second chapter discusses research findings on the characteristics of the competent teacher. The following four chapters consider, from the point of view of a state education agency's reponsibilities, the problems of attracting, preparing, licensing, and retaining qualified teachers. In the concluding statement, future activities of the Northeast Regional Exchange which may be of assistance to the state departments of education they serve are discussed. A bibliography is included. (JD)

ED 228 174 SP 021 964

Sebaly, Kim P.
The Global Education Movement and Achievable Reforms in the Pre-Service Education of Teachers.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Change; *Educational Needs; *Global Approach; Higher Education; *International Education; Multicultural Education; Peace; *Preservice Teacher Education; Relevance (Education); World Affairs; World Problems

The importance of the current movement for global education in the elementary and secondary schools, and in higher education, has been indicated by the convening of the first national conference on global education, held at Easton, Maryland, in May 1982. During this conference, leaders in the field of global education presented issues and themes that were comprehensive and wide-ranging. This conference raised new questions about the meaning of global eductaion and extended the networks of those seeking to find appropriate answers. Activities and presentations at the conference concerned: (1) materials and technologies for teaching; (2) studies of cross-cultural settings and training programs; (3) studies of different beliefs about issues of world order; (4) preservice teacher education and global education; (5) curriculum innovation and institution building; (6) professional support groups; and (7) international participation in planning and implementing programs in global education. The current optimism for global teacher education calls for the examination of previous efforts. Careful study of the multicultural teacher education movement and actual resulting changes in teacher outlooks and skills may reveal similar problems. The peace education movement presents another opportunity and challenge to teacher educators. A knowledge of interdependence, and teaching skills in this area, constitute essential knowledge for teachers. (CJ)

ED 228 189 SP 022 019

Kapel, David E.; Kapel, Marilyn B.
Parental Expectations of Teachers in a Private School.
PUB DATE- 2 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum; Elementary Education; *Expectation; *Jews; *Parent Attitudes; Parent School Relationship; *Private Schools; Program Evaluation; *Religious Education; *Teacher Characteristics

A survey was made of parental expectations of secular and religious teachers at a Jewish day school in a large metropolitan area located in the Ohio Valley. The school, with a student population of 108 students, employs 6 secular and 4 religious teachers. A high response rate (61 percent) was received from the parents. Findings indicated that there was a high degree of agreement among parents concerning their expectations of teachers in the school. Of major concern was that teachers be well-trained and hold a college degree, be concerned with the individual student, and be capable of using a variety of teaching styles and techniques. There was a feeling among parents that all teachers should be able to relate subject matter content to the ethical aspects of religion. There was also high agreement that secular teachers stress reading, math, science, and social studies in the curriculum. The most important curriculum area to be stressed by religious teachers was "Bible," followed by tradition and culture and Hebrew. A description is given of the demography of the study and the format of the survey questionnaire. Tables present information on specific responses to questionnaire items. (JD)

ED 228 204 SP 022 048

Fort, Inza L.; And Others

The Acute Effect of Aerobic Exercise on Measures of Stress.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Anxiety; *Exercise; *Exercise Physiology; Motor Reactions; Physical Activity Level; *Physical Health; *Physiology; Sex Differences; *Stress Variables
IDENTIFIERS- *Aerobics; Palmar Sweat Print Method; State Trait Anxiety Inventory

The immediate response of stress to aerobic exercise was measured by utilizing the Palmar Sweat Index (PSI) and the State-Trait Anxiety Inventory (STAI). Forty subjects (20 male and 20 female) from the ages of 18-30 sustained a single bout of aerobic activity for 30 minutes at 60 percent of their maximum heart rate. Pre-treatment procedures included administration of the STAI and obtaining a finger print for determining enumeration of open sweat pores. Each subject's resting heart rate was then determined so that the treadmill could be adjusted until the target heart rate was reached. After the half-hour exercise period, the STAI was readministered to each subject, and a second fingerprint was taken to measure the number of open sweat pores. Results showed a significant decrease in both psychological stress as measured by the STAI and in physiological stress as measured by the PSI. (JM)

ED 228 219 SP 022 102

Weber, Wilford A.; And Others
Teacher Perceptions regarding the Importance of Specified Teaching Competencies.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Analysis; *Competency Based Teacher Education; Higher Education; Inservice Teacher Education; *Minimum Competencies; Preservice Teacher Education; Program Evaluation; *Teacher Attitudes; *Teacher Qualifications; *Teaching Skills

A survey of preservice and inservice teachers identified teaching competencies they perceived to be most important. A self-administered questionnaire asked respondents to use Likert scales to rate the importance of 44 teaching competencies. A comparison was made between the perceptions of preservice and inservice teachers and between the results of this study and of a similar study conducted at Bowling Green State University. Findings revealed that 16 competencies were viewed as important by preservice teachers and 25 were viewed as important by inservice teachers. Nearly all of the competencies were viewed as being of at least moderate importance. Preservice and inservice teachers held very similar perceptions regarding the importance of competencies they rated, particularly those they deemed to be most important. Respondents from this study rated the Bowling Green competencies lower than did the teachers who participated in that study. Tables present the rankings on the selected competencies from both studies. A copy of the questionnaire is appended. (JD)

ED 228 235 SP 022 206

Cornett, Claudia E.

What You Should Know About Teaching and Learning Styles. Fastback 191.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

SPONS. AGENCY- Phi Delta Kappa, Cook Inlet, AK.
REPORT NO.- ISBN-0-87367-191-0
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Affective Measures; *Cognitive Processes; *Cognitive Style; Cognitive Tests; Elementary Secondary Education; Evaluation Methods; Personality Traits; *Student Development; Student Evaluation; *Teacher Education; Teacher Effectiveness; Teaching Methods; *Teaching Styles

This pamphlet discusses student learning styles and teachers' adaptability to those styles. Section 1 discusses "What Are Learning Styles" by talking generally about cognitive, affective, and physiological aspects of those styles. Section 2's topic is "What Determines Learning Style?". "The Relationship Between Learning Styles and Teaching Styles" composes the third section, and an Informal Learning Style Inventory is included for the teacher. Section 4 discusses the "Implications of Brain Research for Learning Style Development"; included is a list of four instructional implications for learning style development. The subject of part 5 is "Adapting Teaching Style to the Learning Situation"; included are 10 suggestions for teaching strategies that recognize the varieties of learning styles. "Ways to Assess Learning Styles" are discussed in section 6, and a selected bibliography of learning style assessment instruments is included. Section 7 discusses "Matching Teaching Styles with Learning Styles," and section 8 talks about "Learning to Style-Flex" and includes 29 style-flex strategies. A bibliography is included. (JM)

ED 228 250 TM 820 770

Systemwide Evaluation, 1981-82. Final Technical Report. Appendixes.
A Detailed Account of the Instruments Used in Data Collection in the Evaluation of Basic Skills Achievement .

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.24
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Accreditation (Institutions); *Achievement Tests; Administrator Attitudes; Aptitude Tests; Basic Skills; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Program Evaluation; School Districts; Student Evaluation; Student Records; Teacher Attitudes; *Test Results
IDENTIFIERS- *Austin Independent School District TX

Descriptions and the summary results of each evaluation instrument used in the Austin (Texas) Independent School District (AISD) for evaluation and testing in the 1981-82 school year are provided. The instruments considered include the Scholastic Aptitude Test, American College Test, Preliminary Scholastic Aptitude Test, Sequential Tests of Educational Progress, Iowa Tests of Basic Skills, Metropolitan Readiness Test, and Texas Assessment of Basic Skills. Instrument descriptions include the nature of the test, the administration population and procedures, and test development and reliability information. Each instrument's purpose in the AISD evaluation is discussed within the context of basic skills program decisions, and in relation to rating performance compared to nationwide and previous AISD evaluation results. Copies of a teacher survey and administrator survey designed to contribute information for district priority decisions and evaluation questions are included. An Accreditation Status Report within the AISD evaluation is summarized. The uses of district attendance and graduation records are described. (CM)

ED 228 266 TM 830 011

McArthur, David; And Others
Diagnostic Testing System: A Complete Diagnostic Multiple-Choice Test Package for the Apple II.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 82
GRANT- NIE-80-G-0112
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Achievement; *Computer Assisted Testing; Computer Managed Instruction; *Diagnostic Tests; Educational Diagnosis; Microcomputers; Multiple Choice Tests; Online Systems; *Test Construction; *Test Manuals
IDENTIFIERS- *Diagnostic Testing System Apple II

The Diagnostic Testing System (DX) is an integral system for developing and administering tests. The system can be utilized for testing in any subject matter, or any number of subject matters, at any level on scholastic or cognitive continuums. The major purpose of DX is to provide diagnostic data about the level at which a given student (or group of students) comprehend the material or concept being tested. Based on a one-disk or two-disk configuration of the Apple II with 48k of memory, the DX prepares an interpretive, diagnostic readout for the instructor which includes a record of the performance as well as a short narrative explaining the level at which the respondent comprehends the material tested. The DX package of eight subprograms includes test writing and editing systems, a test outcome feedback system, and a system for determining how many and which tests will be administered at a given time. DX, in its entirety, is designed so as to present a technically simple package which can be easily learned and put into operation by classroom teachers, including those without computer know-how. (PN)

ED 228 281 TM 830 158

Shaha, Steven H.
Reduced Anxiety and Increased Assessment Effectiveness with Matching Test Formats.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-192
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Multiple Choice Tests; *Objective Tests; Response Style (Tests); Secondary Education; Self Evaluation (Individuals); Student Reaction; *Test Anxiety; *Test Format; *Testing Problems

Traditionally, matching test formats have been avoided in favor of multiple-choice items for several reasons, including item analysis properties and chance performance characteristics. In the light of research on test format and anxiety, this study postulates that, if a matching test could assess knowledge for a given topic as effectively as an analogous multiple-choice test, yet present a less threatening, less anxiety-provoking situation, then the matching format should be utilized for testing. Two experiments measured the comparative effectiveness of each format for assessing student recall capabilities and for reducing test anxiety. Sixty-four students from Los Angeles area high schools were first administered 12 premise/response matching pair items and 12 multiple-choice items to assess prior knowledge. Test anxiety was measures with an experimental Test Anxiety Inventory, and test preference was measured with a three-item questionnaire. The second experiment determined generalizability, testing recall of novel or recently encoded material. Test subjects consistently favored the matching tests, scored equally high on them, and experienced significantly less debilitating test anxiety. The reduction of anxiety was possibly due to successful test-taking strategies and positive self-evaluations during testing. (CM)

ED 228 296 TM 830 216

Fraser, Barry J.; Fisher, Darrell L.
Assessment of Classroom Psychosocial Environment. Workshop Manual.
Western Australian Inst. of Tech., Perth.
REPORT NO.- ISBN-0-909848-46-7
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; *Classroom Environment; Curriculum Evaluation; Outcomes of Education; *Psychometrics; Scores; Social Psychology; *Student Attitudes; *Teacher Attitudes; *Test Manuals; Test Norms; Test Reliability; Test Validity
IDENTIFIERS- Classroom Environment Scale (Trickett and Moos); Individualized Classroom Environment Questionnaire; Learning Environment Inventory; My Class Inventory (Fisher and Fraser); Psychosociology

This manual makes accessible several widely used instruments for measuring perceptions of psychosocial characteristics of classroom environment among school students and teachers. Background information, scoring procedures, validation data, and preferred and short forms of the Learning Environment Inventory, My Class Inventory, Classroom Environment Scale, and Individualized Classroom Environment Questionnaire are presented. An overview is given of recent science education research involving use of these instruments (e.g., studies of outcome-environment relationships, curriculum evaluations, research into differences between students and teachers in their perceptions of actual and preferred classroom environment, person-environment fit investigations of whether students achieve more in their preferred environment, and use of environment assessment as a practical basis for guiding improvements in classrooms). (Author/PN)

ED 228 312 TM 830 238

Ligon, Glynn
Bringing Research, Evaluation, and Planning Together with Modern Computer Technology.
Austin Independent School District, Tex.
REPORT NO.- AISD-82.60
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Oriented Programs; Databases; *Educational Improvement; *Educational Planning; Elementary Secondary Education; *Evaluation Utilization; *Research Utilization; *School Districts; Technological Advancement

When a school system chooses to buy into modern computer technology as the way to solve some existing problems and to meet pressing needs, a myriad of new problems and issues are created. However, the new problems are worth solving to allow the system to benefit from the new technology. In other words, the conversion to using the latest computer resources is accompanied by many growing pains, but the end result promises to be sufficiently more efficient and productive to justify the costs. This paper explores seven of the issues which are encountered when a school system implements modern computer technology. (Author)

ED 228 327 TM 830 265

Dorr-Bremme, Don; And Others
Making Instructional Resource Sense Out of Government Policy Dollars.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-191
PUB DATE- 82
AVAILABLE FROM- Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA 1981).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Classroom Research; *Educational Finance; *Educational Policy; *Educational Research; Federal Aid; Financial Policy; Instructional Design; Research Design; *Research Needs; *Resource Allocation; Writing Skills

The future of instructional research, at least in the present economic climate, is indistinct. This report considers the option of combining within a single study the needs of policy makers and the commitment to academic research. The papers in this report, through illustration of research conducted within a policy framework, identify problems and/or benefits of the forced marriage of knowledge production and decision-directed research. Methodologies for optimizing the match are explored. In each case example, the research focuses on classroom behaviors and related instructional activities. Outcomes of interest include cognitive performance and affective responses from students and teachers. The report considers future directions of research, not only as suggested by the specific findings of theoretically derived inquiry, but also as such options may be influenced by the reality of political, administrative, and economic constraints. Edys S. Quellmalz identifies problems and limitations of current designs for serving instructional research needs, and suggests some alternative research strategies. Joan L. Herman presents methodologies for combining research and policy needs, and suggests the advantages inherent in their merger. Finally, Don Dorr-Bremme highlights the advantages and problems involved in embedding a piece of instructional research in a larger policy study. (Author/PN)

ED 228 342 UD 022 684

Wilkinson, Doris
Black Colleges and Universities: The Components of Institutional Effectiveness.
Southern Education Foundation, Atlanta, Ga.
PUB DATE- 82
AVAILABLE FROM- Southern Education Foundation, 811 Cypress St., N.E., Atlanta, GA 30308 (self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Black Colleges; *Enrollment; Higher Education; *Institutional Characteristics; Racial Composition; *School Effectiveness

Based on examination of available literature, this report discusses factors that have been found to be correlated with the effectiveness of black colleges and universities. Identified among such factors are: (1) adequate financial support; (2) satisfactory living conditions and security; (3) good quality of instruction; (4) academic support and enrichment programs; (5) positive faculty and administrator attitudes and behavior; (6) diverse curriculum offerings; and (7) counseling support systems. The report also describes indicators of institutional effectiveness (production of graduates, area of specialization, and product quality), and presents a model that illustrates causal associations between the structural determinants and the indicators of effectiveness. Finally, a table is presented that identifies traditionally black higher education institutions in the United States and indicates highest degree offered, whether the institution is public or private, total 1980 enrollment, and percentage of black enrollment in 1980. (Author/MJL)

ED 228 357 UD 022 720

Jo, Moon H.
The Psychological and Cultural Aspects of Political Participation of Asian Americans.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Activism; *Adjustment (to Environment); *Asian Americans; *Chinese Americans; Cultural Influences; *Cultural Traits; Equal Opportunities (Jobs); *Ethnic Discrimination; Ethnic Stereotypes; Federal Legislation; *Japanese Americans; Public Policy

While Asians in the United States continue to experience the discriminatory barriers that other minorities face, the myth that Asian Americans are a well-adjusted model minority has resulted in public neglect of the problems of this group. To a significant extent, the myth arises from the fact that Chinese, Japanese, and other Asian groups have often responded to exclusionary American policies and discriminatory practices with docility, submissiveness, tolerance, concession, and accommodation, rather than with protest, dispute, and obstruction. These responses appear to be rooted in Asian culture, which emphasizes respect for authority, filial piety, and suppression of emotions and physical aggression, as well as in Asian Americans' psychological attitudes, such as their view of themselves as being temporary residents in America, their tendency to withdraw from conflict, and their hopes for eventual integration in American society. Recent trends indicate that efforts are being made to dispel the myth of Asian Americans as a successful minority group and to show that income, employment, and educational inequalities have had negative effects on this population. Asian Americans should participate actively in these efforts and in movements to rectify inequalities and demand their rights in American society. (MJL)

ED 228 372   UD 022 741

Boyd, Carl R.
"You Don't Have to Be a Star..." The Natural Role of Parents as Teachers. Draft. Documentation and Technical Assistance in Urban Schools .
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Aug 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Black Culture; *Black Students; Cultural Influences; *Educational Improvement; Elementary Secondary Education; Experiential Learning; Minority Groups; *Parent Participation; *Parent Role; *Parent School Relationship; *Parent Student Relationship; Urban Education
IDENTIFIERS- *Chicago Public Schools IL; Documentation and Technical Assistance Project

This document examines the role that parents (especially blacks) can play in improving the quality of their children's education. The ideas are discussed from the viewpoint and experiences of a technical assistance specialist of the Documentation and Technical Assistance Project (DTA), who was primarily involved in encouraging parental participation in the Chicago public schools. The first part of the paper presents a speech in which the author, speaking at a Parent Council meeting in Chicago's District 21, explores how black parents can reinforce their children's learning at home and be more than marginally involved in school academic and non-academic activities. The second part discusses the influences of both black and majority cultures on the education and achievement of blacks; stresses the need for parents to assert themselves in helping to solve educational problems; identifies types of parental experiences that have implications for children's education; and outlines roles that parents can play in school improvement, including serving as tutors and classroom assistants, locating resources for the classroom and for special programs, conducting neighborhood field trips, and developing parent group networks. (MJL)

ED 228 052 SE 040 928

High School Mathematics Preparation in Michigan: Assets and Liabilities. Guidelines for Quality Mathematics Teaching. Monograph No. 14.

Michigan Council of Teachers of Mathematics.

PUB DATE- Sep 79

AVAILABLE FROM- MCTM, Box 16124, Lansing, MI 48901 ($1.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Career Awareness; College Freshmen; *College Mathematics; *Course Descriptions; Educational Research; *Enrollment; Error Patterns; Guidelines; Higher Education; Mathematics Achievement; *Mathematics Instruction; Remedial Instruction; *Remedial Mathematics; Secondary Education; *Secondary School Mathematics; Student Characteristics; Surveys

IDENTIFIERS- *Mathematics Education Research; Michigan

To assess enrollment trends in Michigan colleges and universities, two surveys were conducted in 1976 and 1977. Community colleges reported either fairly constant enrollments in remedial courses or slight increases; many of their students had always needed remedial work. For four-year institutions, increases were often dramatic. This is paralleled by data on a national level. Downward trends on the ACT, SAT, and NAEP tests were noted, although Michigan students' scores generally were higher than the national norm. High school mathematics needed for careers is tabulated, along with an estimate of supply and demand for college graduates. In the third chapter of the monograph, freshman mathematics courses are described, criteria for placement are noted, a profile of the high school academic background of remedial students is given, and mathematical weaknesses of entering college freshmen are detailed. Characteristics of underprepared students as seen by college faculty, high school teachers, and students are listed in the next chapter. Finally, six recommendations are made as steps that might be taken by all persons involved in the educational process. (MNS)

ED 228 068 SE 041 265

Federal Science/Engineering (S/E) Support to Universities and Colleges Rose by 6% in FY 1981; Non-S/E Support Down 25%. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-83-306
PUB DATE- 15 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Colleges; *College Science; Development; *Engineering; *Federal Aid; *Financial Support; Higher Education; Research; *Research and Development Centers; *Sciences; Scientific Research; Universities
IDENTIFIERS- *Research and Development

The National Science Foundation (NSF) annually collects and analyzes data on Federal obligations to individual universities and colleges for both science/engineering (S/E) and non-S/E activities. The survey data are submitted by the 15 Federal agencies with the largest programs in support of academic S/E activities and represent the only source of statistics on Federal obligations to individual academic and nonprofit institutions. Highlights of these data are provided and discussed, accomplished by two tables (Federal obligations to universities and colleges by type of activity: FY 1978-81 and Federal obligations to the 100 universities and colleges receiving the largest amounts: FY 1981) and one graph (Federal obligations to universities and colleges by type of activity). Federal support for S/E research and development (R&D), R&D plants, and non-R&D S/E activities are considered. (Author/JN)

ED 228 083 SE 041 280

Osborne, Roger; And Others

The Research Appendix: Working Papers on Methodology. Learning In Science Project.

Waikato Univ., Hamilton (New Zealand).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Biology; Chemistry; *Comprehension; *Concept Formation; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Learning; Performance Factors; Physics; *Research Methodology; Science Curriculum; Science Education; *Science Instruction; *Scientific Concepts; Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; Misconceptions; New Zealand; Science Education Research

The seven working papers in this collection set out the underlying philosophy and research methods of the Learning in Science Project. The project was established in 1979 to identify, describe, and investigate problems and difficulties in the teaching and learning of forms 1-4 science, and to explore possible solutions. The papers describe the frameworks established for the three phases of the project, consider strategies used to work with children both inside and outside the science classroom, and describe the workings of four action-research groups created to explore and evaluate possible solutions to some specific problems. Subject areas addressed by the action-research groups were biology, physics, chemistry, and science activities. (JN)

ED 228 098 SE 041 296

Fu, Lewis; Edwards, Henry P.
Mathematics Achievement: Interactive Effects of Language of Instruction and Teacher Use of New Curriculum Materials.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Bilingual Education; Educational Research; Elementary Education; *Elementary School Mathematics; French; Grade 3; *Immersion Programs; Language of Instruction; Mathematics Curriculum; *Mathematics Instruction; *Second Language Programs
IDENTIFIERS- *Mathematics Education Research

This study examined the mathematics achievement of grade three English-speaking pupils enrolled in French immersion or in an English program as a function of language of instruction and the extent to which their teachers used a locally developed mathematics curriculum document. The sample consisted of eight English program classes and four French immersion classes. French and English versions of an objectives-based mathematics test were administered in October, 1981, and equivalent forms plus a nonverbal aptitude test were given to the same pupils in May, 1982. All participating teachers completed a teacher survey. The English program pupils made significantly greater mathematics gains than their French immersion peers, although the latter had higher initial average scores. Regardless of program, pupils whose teachers reported greater use of the new curriculum document made more mathematics progress than did pupils whose teachers reported less use of the document. The combined effects of program and teacher variables affected mathematics achievement of the grade three pupils as predicted. (Author)

ED 228 113 SO 014 500

Crismore, Avon
Suggestions for Improving a Poorly Written Sixth Grade Social Studies Chapter.

PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Evaluation Methods; Grade 6; Intermediate Grades; *Readability; Sentence Structure; Social Sciences; *Social Studies; Structural Grammar; *Textbook Evaluation; Units of Study; Vocabulary
IDENTIFIERS- *Our World

"The Later Middle Ages: Civilization Reborn" in Ginn's "Our World," a chapter from a sixth grade social studies textbook, was assessed by the author, who used specific evaluation criteria. Although four strengths were indicated, the author dealt primarily with weaknesses of the text and made many suggestions for improvement. Some of the author's criticisms were that (1) vocabulary was not consistent, i.e., some words were defined, others were not; (2) the grammatical construction of sentences was poor; (3) topic sentences were unclear and paragraphs sometimes contained several topics; and (4) headings, transitions, and connecting words were not used in paragraphs. In addition, students reading this chapter would be required to infer many ideas and to recall information from previous chapters. It was recommended that more summaries and explicit labeling of topics be used, as well as more examples. Overall, to improve the chapter, the author suggests that it be completely rewritten by a single author with a less authoritarian style, keeping the sixth grade reader in mind. Appended are the original version and the author's improved version of the chapter. (BY)

ED 228 129 SO 014 584

Endo, Russell; Hirokawa, Dale

Japanese American Intermarriage.

Colorado Univ., Boulder. Dept. of Sociology.

REPORT NO.- WP-82-1
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Demography; Economic Change; Intergroup Relations; *Intermarriage; *Japanese Americans; Racial Relations; Sex Differences; Social Change; Social Science Research
IDENTIFIERS- California; *Colorado (Denver); Hawaii

Data for this study of Japanese American intermarriage in Denver (Colorado) from 1910-11 to 1980-81 were collected from marriage records in the Office of the Clerk and Recorder for the City and County of Denver. In order to compare intermarriage trends with available census figures (mostly on population size and sex composition), records were reviewed for all census years and the year following. Findings include the following. There is a pattern of increasing levels of Japanese American intermarriage over time. This same pattern was seen in similar studies conducted in Hawaii and California. In all cases, this partly reflects cultural, social, and economic changes occurring within successive Japanese American generations. There was nc clear relation between intermarriage rate and population size. When the Denver intermarriage rate began rapidly increasing, Japanese American females intermarried more frequently than males. The study concludes that Denver, as an "outlying area," may exhibit similar patterns, but at times, different rates of intermarriage than places with numerically and proportionally larger Japanese American populations. (RM)

ED 228 145 SO 014 622

Thomas, Monica E.
Women and Rapid Economic Change: The Alaska Case.
PUB DATE- 8 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Alaska Natives; Birth Rate; *Economic Change;
*Educational Attainment; *Employment Patterns; Ethnic Groups;
*Females; *Labor Force
IDENTIFIERS- *Alaska; Alaska Native Claims Settlement Act 1972;
Alaskan Pipeline

The Trans Alaska Oil Pipeline project and accompanying increases in economic wealth have had an enormous impact, particularly on Alaskan women. Prior to pipeline construction, the civilian labor force participation by Alaskan women was close to the national average. During and since pipeline construction, this participation rate has soared. Despite this increase, historical employment patterns persist; Alaskan women are disproportionately working in clerical and service jobs. However, Alaska women are currently pursuing higher education at an accelerating rate. Current statistics from the University of Alaska (Fairbanks) reveal that women comprise not only a higher percentage of total students, but also a higher percentage of graduates. Further statistics reveal a disproportionate concentration of females in the upper and lower age brackets and a birth rate 50 percent above the national average. As a result of the Alaska Native Claims Settlement Act, the approximately 15,000 Native women are just beginning to exert influence beyond their village environment. The many changes in Alaska will bring ever greater numbers of females into the labor force and into the state-wide decision-making process. (KC)

ED 228 160 SP 021 494

Fox, G. Thomas, Jr.
Challenging How Teachers Are Educated: A Source for Dialogue and Action.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-030-2
PUB DATE- Feb 83
CONTRACT- 400-78-0017
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Educational Assessment; *Educational Change; Educational Improvement; *Educational Quality; Educational Trends; Education Majors; Futures (of Society); Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Schools of Education; Staff Development; Teacher Centers; *Teacher Education; *Teacher Education Curriculum; Teacher Educators; *Teacher Improvement; Teacher Recruitment; Teacher Selection

This report describes the results of three meetings among eight national education organizations (American Association of Colleges for Teacher Education, American Educational Research Association, American Federation of Teachers, Association of Teacher Educators, Council of Chief State School Officers, National Association of State Boards of Education, National Education Association, and National School Boards Association) in which 20 challenges to teacher education and staff development were identified. The first part of the report focuses on recommendations, emerging from the meetings, for dealing with these challenges, which are listed and embellished upon. The second part of the report examines practices and proposals for the reform of teacher education and staff development, using the 20 challenges as a common analytical framework. Also included in the second part is a review of comments and analyses expressed by conferees about current teacher education practices along with illustrations of how the 20 challenges can be used for conducting future analysis and for formulating new designs for teacher preparation and development. The report's third section presents guidelines for future discussion about reforms in educating teachers and ideas and guidelines for future conferences. An appendix describes the conferences that identified the 20 challenges, and references are included. (JM)

ED 228 175 SP 021 967

Minter, Marty
The Status of Health Education and Sex Education Programs for the Deaf: What Implications Does This Have for Health Educators?
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Communication Problems; *Deafness; Health Education; Higher Education; Instructional Materials; Nonverbal Communication; *Parent Child Relationship; Program Development; *Sex Education; Sign Language; *Student Needs; *Teaching Methods
IDENTIFIERS- *Gallaudet College DC

Few sex education materials especially designed for the deaf population are available, and modification of existing materials and media is necessary. The average deaf person cannot easily gain information from books, magazines, or newspapers, for the majority of deaf students read at a level below others of comparable ages. This communication and learning handicap is exacerbated by the fact that the majority of these students have parents with normal hearing. Since sign language is the preferred mode of communication among most of the deaf, lack of knowledge in the use of signs on the part of their parents creates an understanding gap which makes it difficult for parents to deal with the psychosocial-sexual concerns of their children. Currently, there is no parent education program existing for parents of deaf children. Sex education for the deaf requires highly visual materials supported with simple language. Pictures, films, photographs, role playing, and experiential situations are important tools in making concepts about sexuality understood. The physical education department at Gallaudet College (District of Columbia) now offers most incoming students a required course in health with a lengthy section on sex education. (JD)

ED 228 190 SP 022 020

Gabbard, Carl
Playground Apparatus Experience and Muscular Endurance among Children 4-6.
SPONS. AGENCY- Texas A and M Univ., College Station. Coll. of Education.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Early Experience; Exercise Physiology; *Motor Development; *Muscular Strength; *Play; Playground Activities; *Playgrounds; Preschool Education; Psychomotor Skills; *Skill Development; *Young Children
IDENTIFIERS- *Playground Equipment

The effects of specific play apparatus experience on a test of upper body muscular endurance was investigated among a group of children 4-6 years old. Both the control and experimental group consisted of 45 subjects randomly selected on the basis of age from two private day care centers situated in the same community. The two groups were of similiar socioeconomic status. Each group had a 30 minute free-play period and a 30 minute structured-play period of motor development activities 5 days a week for 10 weeks. The only difference between the treatment of the two groups was in the playground equipment available. The experimental group had more equipment of the "upper body" movement variety (e.g., horizontal ladders) than did the control group. Subjects were pre- and post-tested for upper body muscular endurance using the straight-arm hang. Results indicated that specific playground experiences, as provided by a well equipped play environment which had overhead climbers and ladders available, was a contributing factor in the increased muscular endurance performance of the experimental group. (JM)

ED 228 205 SP 022 052

Public School Teachers' Perceptions of Test Validity and Methods of Interpreting Test Score Data. Final Report.

Mississippi State Univ., Mississippi State, Bureau of Educational Research.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-G-81-0106
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Standards; Attitude Change; Decision Making; Educational Research; *Educational Testing; Elementary Secondary Education; Predictive Validity; Public School Teachers; Student Evaluation; *Teacher Attitudes; *Testing Problems; *Test Interpretation; *Test Reliability; *Test Validity

Survey results have suggested that, while teachers like to have test information available, most do not have great skill or consistency in interpreting test score data. Teachers who consider a certain type of test very valuable or useful are less likely to question the accuracy of the scores than are teachers who consider a test to be of little value. Also, teacher judgments of test score accuracy are apparently tempered on the basis of other information. The overall intent of the project described in this report was to learn more about how teachers perceive test score data; how they use test and nontest data in decision making; factors which might be related to knowledge or perception of test score data; and whether knowledge or perception of test score data can be changed through brief instruction. Reported are six studies that were conducted, focusing on: (1) teachers' perceptions of test score accuracy; (2) teachers' interpretations of pupil performance record; (3) teachers' interpretations of point and interval score estimates; (4) teachers' estimates of costs and losses in decisions; (5) factors influencing teacher estimation of pupil performance; and (6) changes in teachers' knowledge and perceptions of test score data. A description is given of the methodology used, the results, and an interpretation of findings for each of the tests. Appendixes include instruments used in the studies and tables of results. (JD)

ED 228 220 SP 022 104

Esler, William K.
A Review of Research on Teaching.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Behavior Modification; Classroom Environment; *Classroom Techniques; Educational Research; Elementary Secondary Education; Feedback; Interaction Process Analysis; Personality Traits; *Teacher Behavior; *Teacher Characteristics; *Teaching Methods
IDENTIFIERS- Flanders System of Interaction Analysis

This review of current research on teaching focuses upon studies of teaching behaviors and their relationship to student performance. In considering research on classroom climate, examples are presented of studies which used the Flanders Interaction Analysis System (FIAC) to investigate relationships among student achievement and teacher-initiated talk, teacher questions, teacher lecture, teacher use of directions, and pupil-initiated talk. Studies are also cited which used the FIAC to investigate teacher directness and indirectness and pupil achievement. Further studies are identified which reviewed teachers' use of praise and criticism and pupil attitudes. A summary is presented of studies which compared open and traditional teaching approaches. A description is given of several research efforts on classroom management and discipline. Research findings on behavior modification are summarized. (JD)

ED 228 236 SP 022 215

Karweit, Nancy
Time on Task: A Research Review. Report No. 332.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.; National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- NIEP820042
GRANT- NIE-G-80-0113
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attendance; *Class Organization; Educational Research; Elementary Secondary Education; *Learning Processes; *Learning Theories; Resource Allocation; School Schedules; Student Behavior; Teacher Behavior; Teacher Effectiveness; *Time Factors (Learning); *Time on Task
IDENTIFIERS- National Commission on Excellence in Education

This report summarizes and evaluates existing studies of time use in schools. The first section describes theoretical views of time and learning. Two issues are discussed: the sources of variation in learning time (actual days per school year, length of school day, absenteeism), and the effects of learning time on achievement. In the second section, a review is presented of major empirical studies of time and learning, concentrating primarily on more recent studies of the effect of time on task. An analysis is given of the results of the Beginning Teacher Evaluation Study, as well as studies of: the effect of pupil attention on achievement; the relationship between concurrent achievement and attention measures; time allocation and achievement; and student response to different teaching methods. Inconsistent effects of time variables on achievement were found in the reviewed studies, and the conclusion is drawn that the effect of time on task on learning, while important, is not substantial. The final section discusses two elements which have been given scant attention in past studies of time on task: the conditioning effect of classroom/school organizational variables, and the dynamic nature of teaching and learning. (JD)

ED 228 251 TM 820 771

1981-82 Professional Personnel Evaluation System. Final Technical Report. Appendixes.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.71
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Counselor Evaluation; Data Analysis; Elementary Secondary Education; *Evaluation Methods; Librarians; Performance Factors; Personnel Evaluation; *Professional Personnel; *Rating Scales; School Districts; Special Education; *Teacher Evaluation; *Teaching Skills
IDENTIFIERS- *Austin Independent School District TX

Professionals in the Austin (Texas) Independent School District who are on probation or up for contract renewal receive a full evaluation. The evaluation instruments and statistical evaluation summaries in the AISD Professional Personnel Evaluation Program for the school year 1981-82 are provided here. The sample instruments are for teachers, special education teachers, counselors, and librarians in the district. The data processing procedures of the Professional Personnel Evaluation System are described with the type of data used in each teaching area evaluated. Data for the 21 evaluation summaries show evaluator responses in several competency categories, or rate teacher characteristics and skills. Summary areas include: all elementary and secondary classroom teachers, together and as separate groups; three clusters of elementary teachers; elementary teachers in art, music, physical education, band, and orchestra; junior high teachers, senior high teachers, and each by subject; all counselors; all librarians; and special education teachers. Each elementary and secondary campus evaluation is summarized. (CM)

ED 228 267 TM 830 019

Choppin, Bruce
A Fully Conditional Estimation Procedure for Rasch Model Parameters.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-196
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Difficulty Level; *Estimation (Mathematics); Goodness of Fit; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Matrices; *Maximum Likelihood Statistics; Statistical Analysis; Test Items
IDENTIFIERS- *Ability Parameters; Item Calibration; *Item Parameters

A strategy for overcoming problems with the Rasch model's inability to handle missing data involves a pairwise algorithm which manipulates the data matrix to separate out the information needed for the estimation of item difficulty parameters in a test. The method of estimation compares two or three items at a time, separating cut the ability parameters of the set of persons tested by means of conditional probability, to avoid biasing the difficulty parameters. To describe the difficulty of a set of items, a matrix is constructed in which each element is the number of people who responded correctly to one item and incorrectly to another item. The matrix of observations need not be complete. An analogous matrix is prepared to describe the relative abilities of the persons, by considering them two at a time and looking only at those items which one got right and the other got wrong. Maximum likelihood estimation and tests for fit of the parameter estimates are examined. (CM)

ED 228 282 TM 830 166

Mitroff, Donna
Assessing the Effects of District Testing and Evaluation Efforts.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-186
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Utilization; *Instructional Development; Organizational Objectives; *School Districts; *Summative Evaluation; Testing Programs; *Test Use; Workshops
IDENTIFIERS- Impact Evaluation

The effects of a school district's testing and evaluation activities cannot be effectively assessed without an understanding of the explicit and implicit goals embedded in the policies and practices of the district. A structured workshop process to elicit a district's intentions related to the effects--uses and impacts--of testing and evaluation on instruction (T/E/I) involves participants from many levels of the school district organization. The process is meant to ascertain the implicit expectations of policy stakeholders within the organization and those outside. The process can also be a planning device to create a T/E/I linking system. The workshop allows diverse perspectives from many levels and incorporates procedures which build "ownership" in ideas or policies. A minimum of 8, and maximum of 16, people participate for several hours in procedures incorporated from Mason and Mitroff's "ill-structured problems" methodology. The group generates and classifies examples of effects of testing and evaluation using a brainstorming nominal group technique. In subgroups the participants determine the importance and certainty of effects, specify acceptable evidence of effects, select those effects to be measured, and develop instrumentation to measure effects. Pilot applications in a simulation and sample district illustrate the procedure. (CM)

ED 228 297 TM 830 217

Duggan, Joan G.; And Others
Client Use of Evaluation Findings: An Examination of Salient Variables.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Classification; *Data Collection; Discriminant Analysis; *Evaluation Utilization; Interviews; Measurement Techniques; *Predictor Variables; Research Design; *Research Methodology; Statistical Significance; User Satisfaction (Information); *Use Studies

This paper is concerned with the identification and testing of salient variables which show potential for explaining client use of evaluation information. A single-page interview instrument was devised which aggregated the factors and factor categories collected following an extensive review of the literature. Data were collected from a decisionmaker and a principal investigator associated with each of 26 evaluation efforts. These 26 sources were the subsample of an evaluation office's studies which met four criteria. Data were coded into nominal- and ordinal-type variables. The question under consideration addressed the adequacy and accuracy of the instrument's information to describe the extent of client use of evaluation information. Data were analyzed using setwise discriminant analyses. Six statistically or contextually developed sets of variables were considered. Classification results were at least 29 percent above chance levels, ranging from 69 to 85 percent depending on the set of variables entered. (Author)

ED 228 313 TM 830 239

Jonassen, David H.
Blocking and Types of Headings in Text: Effects on Recall and Retrieval.
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Advance Organizers; College Students; *Cues; Higher Education; Learning Processes; Miscue Analysis; *Reading Comprehension; *Recall (Psychology); Semantics; Structural Analysis (Linguistics); Study Skills; *Textbooks
IDENTIFIERS- Encoding; *Headings; *Information Mapping; Learning Strategies; Retrieval (Memory)

The functions of blocking text with horizontal rules and providing headings of different types are discussed. Headings may be encoded or function as access structures, while blocking segments text and provides retrieval cues. These issues were tested in two experiments. College students read a 2000-word passage. In the first experiment, no encoding advantage for blocking or semantic headings were found on a probed recall task or recall of passage topics. In the second experiment, semantic markers were compared with question headings and content markers (e.g., Definition, Examples, Introduction). Content markers debilitated probed recall performance. No differences occurred on the topic recall task or an information retrieval task. It was concluded that headings benefit only younger, less developed learners. Older, skilled learners employ their own strategies which often don't involve headings. The text of this paper is blocked and headings are provided to illustrate the functions. (Author/PN)

ED 228 328 TM 830 266

Jones, Eric D.; And Others
Out-of-Level Testing for Special Education Students with Mild Learning Handicaps.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Diagnosis; *Error of Measurement; Guessing (Tests); Intermediate Grades; Learning Disabilities; *Mild Disabilities; Reading Achievement; Scaling; Scoring; *Special Education; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- California Achievement Tests; Chance Level Scores; *Out of Level Testing

The purpose of this study was to evaluate the utility of out-of-level testing (OLT) when it is applied to the assessment of special education students with mild learning handicaps. This evaluation of OLT involved testing hypotheses related to: (1) the adequacy of vertical scaling, (2) the reliability and (3) the validity of OLT scores. Fifty-eight special education students were tested. All students had measured reading achievement below the 20th percentile, and were integrated into the regular fifth or sixth grade classrooms for a portion of their academic programs. The appropriate in-level tests and two consecutively lower OLTs of the reading subtest of the California Achievement Test were administered approximately 10 days apart. The results suggest moderate support for the utility of OLT. It is suggested that the congruence between test content and the instructional programs may have considerably more influence over the reliability and validity of test data than would the use of OLT. (Author)

ED 228 343 UD 022 695

Gordon, Monica H.
In Search of the Means To a Better Life: Caribbean Migration to the United States.
PUB DATE- 10 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- Developing Nations; Economic Development; *Economic Factors; Foreign Countries; *Immigrants; *Labor Supply; *Migration; Political Influences; *Public Policy; Racial Discrimination; Refugees
IDENTIFIERS- *Caribbean; United States

Caribbean migration to the United States has largely resulted from capital investment in the region. Such investment attracted labor to areas targeted for high economic development, and when employment opportunities in those areas dwindled, the migrants headed toward the United States, where industries welcomed these sources of cheap labor. While early United States immigration policy favored the entrance of Europeans over other immigrants, changes in policy after 1965 brought in greater numbers of migrants from Third World countries. Caribbean migration to the United States remains economically motivated for the most part. However, recent immigration for political reasons has made it difficult to distinguish between economic and political refugees, ana has complicated the American immigration policy making process. Recent Caribbean immigrants include many women and professional and skilled workers who aspire for upward mobility. It is not clear whether Caribbean countries have lost or gained from their citizens' emigration; what is clear is that the United States has benefited from the influx of both trained and unskilled workers. Among immigrants themselves, entrance into American society may allow some to achieve economic mobility, but may push others into the ranks of the urban underclass. (MJL)

ED 228 358 UD 022 721

Dolly, John P.; And Others
An Attempt to Increase Parental Participation and Support in a Rural Southeastern School District.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Students; Elementary Education; *Low Achievement; Parent Participation; *Parent Student Relationship; *Parent Workshops; Rural Schools; Student Evaluation; *Teacher Attitudes; *Volunteers

The study described in this paper attempted to assist low achieving elementary school (grades 2-4) students in a black rural school district by providing free training to parents and by increasing the number of volunteers in the children's classrooms. Students scoring in the bottom quartile on the Comprehensive Tests of Basic Skills were identified and their parents were contacted. Few parents completed the training offered to them, but those who did reported positive attitudes toward the program. Furthermore, teachers whose classroom volunteers regularly attended the training sessions developed more positive attitudes toward the use of volunteers. Most parents, however, refused to participate in the program, saying that they believed that their children did not need remediation. Evidence indicates that the school's nonobjective reporting of students' progress to parents created such beliefs. (Author/GC)

ED 228 373 UD 022 742

Lenoir, Teresa C.
Toward a Theory of the Facilitation of a Sustained Capacity for Problem Solving in Urban Schools. Draft. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Aug 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Change Strategies; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Problem Solving; School Community Relationship; Staff Development; *Technical Assistance; Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project

This monograph presents a theory of helping practice for groups that aim to facilitate a sustained capacity for problem solving in urban public schools. The theory is based on information gathered by the Documentation and Technical Assistance project (DTA) of the Center for New Schools (Chicago, Illinois), in the process of observing experiences of nine projects that provided various forms of assistance for school improvement efforts. The proposed theory identifies the components of the facilitative process as: (1) a comprehensive practice framework that combines an integrated administration and pedagogy; and (2) action strategies consistent with the practice framework, which are communicable to school staff, adaptable to changing contexts, and which focus on resource procurement and skills training. These components are described in detail, and strategies used in the nine projects are discussed to illustrate how the components have been translated into practice. Finally, suggestions for practice, research, and theory are presented. Appendices discuss some of the necessary conditions that enhance a school's capacity to improve; describe the project sites studied; and provide illustrative material from the sites. (Author/MJL)

ED 228 359 UD 022 722

A Preliminary Evaluation of the Pilot In-School Suspension Program, 1980-81.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Discipline Policy; Parent Participation; Pilot Projects; *Program Effectiveness; Racial Bias; Recidivism; Secondary Education; *Student Attitudes; *Suspension; Teacher Attitudes
IDENTIFIERS- *In School Suspension; *Montgomery County Public Schools MD

A pilot In-School Suspension Program was inaugurated at one junior high and one senior high school in Montgomery County, Maryland, during 1980-81, in order to provide an alternative to out-of-school suspension. To assess the pilot program's effectiveness, an evaluation study examined rates of and reasons for in-school suspension, length of such suspension, race of suspended students, educational disruption, and recidivism. It was found that the pilot schools made extensive use of the in-school suspension alternative, particularly for less serious disciplinary offenses. However, while teachers and students reported feeling that the program was effective, students with more serious suspension records did not agree. Additionally, relatively high recidivism of students whose first suspension was in-school suggests that negative parental reaction to out-of-school suspension is a major deterrent to student misbehavior. These findings, along with the confirmation for suspended students, indicate that in-school suspension is a viable disciplinary alternative but that several areas require monitoring: (1) students' completion of class assignments while suspended; (2) parental involvement in the in-school suspension process; (3) increases in the overall suspension rate; (4) racial differences; and (5) greater recidivism after in-school suspension. (Author/GC)

ED 228 374 UD 022 743

Holmes, Manford
Use of Documentary and Face to Face Interaction in Working Toward School Improvement. Draft. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.; Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Aug 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Educational Improvement; Elementary Secondary Education; *Information Dissemination; *Information Sources; *Information Utilization; Linking Agents; Technical Assistance; Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project
This paper compares the usefulness of documentary (written materials) versus face to face delivery of information in helping to bring about urban school improvement. The paper is based on the experiences of the Documentation and Technical Assistance Project (DTA) of the Center for New Schools (Chicago, Illinois), a program that aims to increase the problem solving capacities of schools by enabling these schools to use information from other schools, with DTA technical assistance teams working to facilitate the process. Distinguishing between documentary and face to face information, and between three types of information (fact, theory, and lore), the paper examines the relative effectiveness of each kind of information source in communicating the different types of information. Then, criteria that practitioners and DTA technical assistance teams use to evaluate the usefulness of information are discussed. Finally, types and sources of information used within DTA are described. It is emphasized that while both documentary and face to face delivery of information are present in the DTA setting, the latter is considered more useful because it is more responsive to the fluid needs of the DTA teams and school staff. (Author/MJL)

ED 228 053 SE 040 929

Morris, Janet
Investigations in Mathematics. Guidelines for Quality Mathematics Teaching. Monograph No. 13.
Michigan Council of Teachers of Mathematics.
PUB DATE- Feb 79
AVAILABLE FROM- MCTM, Box 16124, Lansing, MI 48901 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; *Experiential Learning; *Geometric Concepts; Instructional Materials; Investigations; Learning Activities; *Manipulative Materials; Mathematical Enrichment; *Mathematics Instruction; Mathematics Materials; Number Concepts; Problem Solving; Teaching Guides; Worksheets
IDENTIFIERS- Michigan

The activities in this monograph are self-contained explorations into mathematical topics not often included in regular classroom work in grades 3-8. They were selected because of their intriguing enjoyment and because they deal with honest mathematics; they also strengthen skills, especially problem-solving skills. Included are activities with geoboards, pentominoes, probability, solid shapes, symmetry, tangrams, tiling, topology, triangles, and dot paper. Introductory comments to the teacher precede each topic; each investigation is presented, then followed by worksheets. (MNS)

ED 228 069 SE 041 266

Styer, Sandra
Questions and the Scientific Process in Experiment Books.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Books; *Childrens Literature; Elementary Education; *Elementary School Science; *Process Education; Questioning Techniques; *Reading Material Selection; Science Education; *Science Experiments
IDENTIFIERS- *Questions

Science experiment books which typically incorporate relatively large numbers of questions can be an especially important resource for children who are learning scientific processes. These processes include observing, communicating, hypothesizing, experimenting, measuring, classifying, generalizing, and predicting. An analysis of questions in experiment books can determine to what degree they do, in fact, elicit the scientific processes. Such an analysis can sensitize teachers who are responsible for selecting experiment books for the science curriculum. To illustrate this type of analysis, prototype questions eliciting the previously mentioned scientific processes were identified in several well-known science experiment books selected from the 1981 edition of "Children's Catalog." However, that a book is an experiment book is no guarantee that it will provide science-process-oriented questions. Some include few or no questions while others include many memory/recall questions. Consequently, in selecting science experiment books it is essential to assess the nature of the distribution of questions and modal question type in a specific book. Books containing questions which elicit the science processes are valuable, supplementing teachers' efforts to stimulate young scientists. In addition, these questions can be models for children as they develop questioning skills in scientific inquiry. (JN)

ED 228 084 SE 041 281

Electricity: Today's Technologies, Tomorrow's Alternatives. Revised Edition.
Electric Power Research Inst., Palo Alto, CA.
REPORT NO.- ISBN-0-86576-042-X
PUB DATE- 82
AVAILABLE FROM- Electric Power Research Institute, P. O. Box 10412, Palo Alto, CA 94303 (1-4 copies: $7.95, 5-99 copies, $5.50; 100-999 copies, $4.50; 1000-4999 copies, $3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Coal; Decision Making; *Electricity; *Energy; Environmental Education; *Environmental Influences; Fuels; Nuclear Energy; Nuclear Power Plants; *Power Technology; Science Education; Secondary Education; *Secondary School Science; Solar Energy; Utilities; Wind Energy
IDENTIFIERS- *Alternative Energy Sources; *Energy Education

This book traces the relatively new role of electricity in our energy history, discusses old and new ways of producing it (and related environmental issues), and closes with an agenda of technology-related issues that await decisions. Topics are presented in nine chapters. Chapters focus on (1) energy use; (2) energy demand; (3) energy supply; (4) principles of electric power generation; (5) today's generating options, focusing on power from fossil fuels, nuclear power, and dry steam geothermal energy; (6) future generating options, considering clean coal combustion, solar power, wind power, ocean power, biomass conversion, emerging geothermal options, fuel cells, breeder reactors, and nuclear fusion; (7) electricity storage and delivery; (8) environmental concerns; and (9) making energy decisions. A glossary of key vocabulary words, reading list, list of information sources, and index are included. (JN)

ED 228 114 SO 014 503

Adams, Robert McC., Ed.; And Others
Behavioral and Social Science Research: A National Resource. Part II.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03297-0
PUB DATE- 82
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($27.50).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Behavioral Science Research; Behavior Modification; Cognitive Development; Demography; Economics; Health; Income; Reading Skills; Research Methodology; *Social Science Research; Voting
IDENTIFIERS- Psychophysics

Areas of behavioral and social science research that have achieved significant breakthroughs in knowledge or application or that show future promise of achieving such breakthroughs are discussed in 12 papers. For example, the paper on formal demography shows how mathematical or statistical techniques can be used to explain and predict change in population characteristics. A paper dealing with behavior and health discusses several biological processes that link behavior to physical illnesses, including stress and such health-impairing habits as smoking, heavy drinking, poor diet, and lack of exercise. In another paper a social anthropologist explores the relationships between culture, social culture, personality, and experience. The remaining papers treat voting behavior research, the life-span approach, income inequality, advances in methods for large-scale surveys and experiments, psychophysics, reading as a cognitive process, property and territoriality, cognitive development in the first years of life, and behavior therapy. (RM)

ED 228 099 SO 013 733

Project for Global Education: Annotated Bibliography.
Institute for World Order, New York, N.Y.
SPONS. AGENCY- Consortium on Peace Research, Education, and Development, Boulder, Colo.; Global Education Associates, East Orange, N.J.; Institute for Policy Studies, Washington, DC.; World Federalists Association, Arlington, VA.
PUB DATE- Oct 81
AVAILABLE FROM- Project for Global Education, Institute for World Order, 777 United Nations Plaza, New York, NY 10017 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Civil Liberties; *Ecology; Economic Development; Females; Foreign Policy; *Global Approach; Higher Education; International Organizations; International Relations; Internship Programs; Nuclear Warfare; *Peace; Poverty; *Social Change; War; World Problems
IDENTIFIERS- *Interdependence

Over 260 books, textbooks, articles, pamphlets, periodicals, films, and multi-media packages appropriate for the analysis of global issues at the college level are briefly annotated. Entries include classic books and articles as well as a number of recent (1976-1981) publications. The purpose is to assist students and educators in developing a better understanding of the complexities, dangers, and possibilities of life in an increasingly interdependent world. Items are listed alphabetically in seven categories: interdependence and international organizations, war and peace, ecology and society, problems in economic development, human rights and social justice, women in world society, and social movements and political change in the United States. Subtopics include militarism, intervention and U.S. foreign policy, the political economy of natural resources, technology and energy use, food and hunger, the multinational corporation, religious freedom, patriarchy, and violence against women. A list of social change organizations throughout the United States which offer student internships completes the document. (KC)

ED 228 130 SO 014 585

Beres, Louis Rene
Myths and Realities: U.S. Nuclear Strategy. Occasional Paper 32.
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Dec 82
AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (single copies, free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Disarmament; International Relations; *Nuclear Warfare; Peace; War; *World Problems
IDENTIFIERS- Nuclear Deterrence; Nuclear Freeze; United States; *USSR (Russia)

To survive into the future, the United States must learn to recognize that its Soviet adversary has much to gain from a mutual and graduated process of de-escalation and conflict reduction. While this country must continue to ensure the survivability of its strategic triad, it is altogether clear that this objective can be satisfied without moving toward a capacity for expanded counterforce strike, expanded theater nuclear force deployments, and generally expanded preparations for nuclear war fighting. Indeed, such moves would have a deleterious effect on U.S. security since they would actually undermine the system of mutual deterrence. If it is to achieve real power, the United States must first come to grips with a sober awareness of the limits of violence and the requirements of coexistence. In "The Trojan Women," Euripides attributes the suffering of one people to the hatred of another. His wisdom suggests that enormous dangers lie latent in the continuing effort by the Reagan administration to cast USSR-U.S. rivalry in the form of a war between the sons of light and the sons of darkness. Unless this effort is quickly reversed, the United States will suffer the fate of folly brought on by the search for security in military might. (RM)

ED 228 146 SO 014 624

An Annotated Listing of Free and Inexpensive Materials for Teaching about Illinois.
Illinois State Office of Education, Springfield. Div. of Program Planning and Development.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Elementary Secondary Education; Instructional Materials; *Natural Resources; Nonprint Media; Publications; Resource Materials; *State Government; *State History
IDENTIFIERS- Free Materials; *Historic Sites; *Illinois; Inexpensive Materials; Lincoln (Abraham)

Over 70 historic sites, outreach programs, teaching aids, publications, and media presentations appropriate for elementary and secondary school instruction in Illinois history, government, and natural resources are listed. Items are categorized by the Illinois state department or museum which makes the information available: Illinois Department of Conservation, Illinois Department of Energy and Natural Resources, Illinois Historical Society, Illinois State Board of Education, Illinois State Museum, Springfield Convention and Visitors Bureau, and Western Illinois University. Resources include 16 historic sites and living museums; periodicals on government, Indians, pioneers, and Abraham Lincoln; slide tapes of the historic old state capitol; videotapes which explain the Illinois state government and constitution; mineral and rock collections; and booklets on the flora and fauna of Illinois. Annotations describe each item, appropriate grade level, subject area, and contact names and addresses. (KC)

ED 228 161 SP 021 502

Munroe, Mary Jeanne
Effective Teacher Behaviors.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Environment; *Classroom Techniques; *Educational Strategies; Elementary Secondary Education; Reinforcement; *Teacher Effectiveness; *Teacher Influence; Teacher Response; *Teaching Methods; Time on Task

Research has identified several aspects of effective teacher behavior, as measured by student performance. Three aspects of effective teacher behavior are in the areas of instruction, management, and acceptance. Instructionally, teachers should try to provide more variety to deal with different learning styles; they should ask purposeful questions of all students, and they should be aware of the goal structure of their classes. With regard to classroom management, teachers should be more aware of their nonverbal behavior which fosters students' on task behavior, e.g., moving around the class and checking with students while they are doing seatwork. Teachers should also provide clear transitions from one subject to another, structuring comments that tie instruction to a meaningful whole, and a fair set of rules applied equitably to all. Equally important for all students is a feeling of acceptance--a feeling of self worth. This can be achieved through feedback on the teacher's part. Feedback can be positive or negative, but it is necessary for providing direction for academic performance and helping to maintain on task behavior. (JM)

ED 228 176 SP 021 969

Miller, C. C.; And Others
Answering Questions and Questioning Answers. Part II. University of Central Florida Conference Papers.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 82
AVAILABLE FROM- FERDC, P. O. Box 506, Sanibel, FL 33957 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTIONS- Academic Achievement; Attitude Change; Comparative Analysis; Competition; Discipline; *Educational Research; Elementary Secondary Education; Foreign Countries; *Low Achievement; *Mainstreaming; Moral Values; Remedial Programs; *Research Utilization; Self Concept; Student Attitudes; *Student Behavior; Teacher Effectiveness; *Writing (Composition)

Brief analyses are provided of presentations made at a conference, held at the University of Central Florida in Orlando, which addressed questions and answers relating to research and education. Conference sessions explored the role of research in relation to educational practices with special focus on theory, research, issues and application. Papers presented at the conference include: (1) "The Florida PREP Concept: Idea and Implementation" (A. Jeanne Miller); (2) "The Moral Dimension of Student Behavior" (Sharon Lee Hiett); (3) "Helping Low Achievers Achieve" (Rodman Webb, Patricia Ashton); (4) "Up the Mainstream--With/Without a Paddle" (Martha Lue, Jeanice Midgett, Judy Olson); (5) "Children's Views on Two Sides of an Ocean: Alike or Different?" (Jeanice Midgett, Delorys Blume); (6) "Interdisciplinary Writing Research: A Survey" (Nancy R. McGee); and (7) "Does Competition Destroy Self-Concept?" (Virginia Barr-Johnson, Tina Erwin). (JD)

ED 228 191 SP 022 021

Campbell, Richard L.; And Others
Basic Competencies and Characteristics of the Successful Urban Teacher.
PUB DATE- 31 Jan 83
AVAILABLE FROM- Dr. Edythe Margolin, Florida International University, Tamiami Trail, Miami, FL 33199 ($1.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; Classroom Environment; *Classroom Techniques; Elementary Education; Minority Groups; Preservice Teacher Education; *Student Teacher Relationship; Student Teaching; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Skills; *Urban Education

A study sought to identify characteristics and competencies needed for successful teaching in inner city or urban schools. A review of studies concerning the identification of generic teaching competencies formed the basis for a questionnaire, used in a previous study which sought data on what preservice students should master prior to their student teaching experience. The current study focused on the same competencies as the earlier one, but asked teachers to rate listed competencies needed by the successful teacher in urban schools. Interviews were conducted with school administrators on their perceptions of the characteristics of successful teachers. Of the 198 teachers responding to the questionnaire, 47 were identified by administrators as outstanding. The research team concentrated on the responses of the teachers identified as outstanding and compared their responses to those of teachers not so identified. Responses did not reflect anticipated differences. More observations need to be made on what the outstanding teacher actually does in the interaction process with children. A copy of the questionnaire is appended. (JD)

ED 228 206 SP 022 060

Williams, Kathleen
Age Differences on a Coincident Anticipation Task: "Preferred" Movement Speed and Response Strategy Use.
SPONS. AGENCY- Sigma XI, The Scientific Research Society.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Developmental Stages; *Eye Hand Coordination; *Motor Development; Motor Reactions; *Perceptual Motor Coordination; Performance Factors; Physical Fitness; Primary Education; *Young Children
IDENTIFIERS- *Coincident Anticipation

An investigation examined the use of "preferred speeds" by young children in their response to a timing task. Three groups of boys, 5, 7, and 9 years old, made a simple horizontal arm movement that would end with contacting a microswitch at the same time a light reached the end of the runway. One stimulus traveled at the individual's preferred speed (predetermined during an initial session); four others were selected in .8 mph increments from that baseline preferred speed (two faster, two slower). The hypothesis was that subjects of all ages would perform most accurately when stimuli traveled at their preferred speed. Young children would be inaccurate at all other speeds, while older subjects would modify their response in relation to stimuli traveling at slow to intermediate speeds. As hypothesized, the 5-year olds responded accurately when the light speed matched their preferred speed. At other velocities, they either moved too quickly or too slowly. Seven- and 9-year old children were able to match their arm speeds to stimulus velocities up to and including their preferred speed. At higher velocities, they moved too slowly. Observation suggested that most children were attempting to use a rudimentary response strategy by 7 years of age. (Author/JM)

ED 228 221 SP 022 105

Kreutzkampf, June
Self-Directed Learnings through Internships.
PUB DATE- 31 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Objectives; *Experiential Learning; Higher Education; *Home Economics Education; Independent Study; *Internship Programs; *On the Job Training; School Business Relationship

At the University of Minnesota, Duluth, 35 students in the Department of Home Economics completed internships from 1979-82. Each internship was at least 10 weeks in length, and each student worked from 90-150 hours on the job. Prior to starting the internship, the students completed a statement of their own goals and objectives for their internship. The interns were placed with businesses or companies, and they worked toward their objectives within the confines of company policy. Students were left alone in their internships, but reported to the university supervisor about once a week to discuss their progress. Monthly meetings of all interns were also held so they could share experiences and possible problems. Each intern was visited by a college supervisor at least once in the work setting. Students turned in a post-internship questionnaire, a journal which identified their day-by-day activities, and a paper on their perceived success in accomplishing goals. Intern supervisors also submitted evaluations of student performance. Results of the program are outlined, and a list of stated intern objectives is appended. (JD)

ED 228 237 SP 022 228

Evans, Virden; And Others
Comparison of Intrinsic and Extrinsic Job-Related Factors among Assistant Coaches Employed in Predominantly White and Black Universities.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Athletic Coaches; Black Colleges; *Blacks; Employment Experience; Higher Education; *Job Satisfaction; Professional Recognition; *Racial Balance; Self Actualization; Teacher Salaries; *Whites; *Work Attitudes

Comparison was made of the job attitudes of assistant coaches employed in predominantly white and black universities to determine the following job-related factors: (1) professional recognition; (2) personal initiative; (3) personal satisfaction; (4) job security; (5) salary; and (6) racial balance. Responses to a questionnaire were received from 201 white male coaches and 48 black male coaches employed in 95 public universities. Findings revealed that one of the main differences in job-related factors between black and white coaches was the emergence of racial balance of coaches and athletes on the coaching staff. Tables display statistical data. (JD)

ED 228 252 TM 820 772

Retention and Promotion, 1981-82. Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-81.36
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Failure; Achievement Gains; *Basic Skills; *Board of Education Policy; Elementary Education; *Grade Repetition; Individual Differences; Mathematics Achievement; Performance Factors; Reading Achievement; School Districts; *Student Promotion; Student Records; Surveys; Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills

The Austin Independent School District (AISD) adopted a new and more specific policy about elementary student retention in the 1981-82 school year. Students will be at least 1 year behind in their reading levels at grades 1 through 6 and/or 1 year behind in mathematics competencies at grades 4 through 6 to be considered for retention. Within the district evaluation program, a Retention and Promotion Study found that retainees gained an average of .8 of a grade equivalent year on the Iowa Tests of Basic Skills (ITBS) in reading after a year's instruction, and that principals and teachers seemed to emphasize performance in daily work. The Final Report documents and analyzes the ITBS data and a survey of district teachers and principals to determine the effects of the retention policy and to compare the progress of retained students to 1980-81 levels. Policy effects on retention rates and achievement are discussed overall; by grade; and by ethnicity, income level, and other characteristics. Data from student master files, records, and reports; and case studies of 12 retained students are provided in the appendixes. (CM)

Bell, James W.
A Model for School District Staff Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Responsibility; Decision Making; Educational Objectives; Goal Orientation; *Inservice Teacher Education; *Needs Assessment; *Program Development; Program Evaluation; *Program Implementation; *School Districts; *Staff Development

This staff development model offers discussions on sequential steps in planning and implementing an effective program of professional improvement. These steps are identified as:(1) philosophy of staff development; (2) purposes and methods of conducting a needs assessment; (3) process of determining goals identified in the needs assessment effort; (4) alternative ways to achieve identified goals in developing action plans; (5) methods of implementing action plans; and (6) evaluating the processes and outcomes of action plans which have been implemented. An outline is provided of the governance plan for the Peoria Staff Development Program, and samples are included of the needs assessment inventory and the evaluation form used in developing the program. (JD)

ED 228 268 TM 830 048

Kliza, Nancy; And Others
Project PLANE: Placement Through Assessment of Needs and Education. Project No. 81-003.
Wayne-Westland Community Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
PUB DATE- 1 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Continuation Students; Counseling Services; *Education Work Relationship; Evaluation Utilization; *Needs Assessment; Referral; *Relevance (Education); *Secondary Education; *Student Placement; Vocational Evaluation; Work Sample Tests

This report will be of greatest interest for persons involved in adult high school completion programs, especially those teachers, counselors and administrators who are interested in making the students' educations relevant to their daily living. Through Project PLANE, a comprehensive assessment system and a coordinated referral system was developed in the Adult Basic Education and high school completion programs in the Wayne-Westland (MI) Community Schools. The project was innovative in that it provided a thorough assessment of student academic, vocational, and career abilities and interests, utilizing a variety of evaluation procedures tailored to the individual. For the first time in Michigan a system of vocational evaluation based on work samples (VITAS) was used to supplement traditional aptitude testing. A coordinated referral and enrollment system was developed to refer students to many program components simultaneously. Thus, students were able to acquire academic and vocational skills and support services in a sequential expedited manner creating a more employable individual. Project PLANE met its overall objectives. Strategies used to reach these objectives and recommendations for the implementation of new procedures are discussed. (Author/CM)

ED 228 283 TM 830 170

Martin, Paula
Considerations and Recommendations for Evaluating Bilingual Education Programs.
PUB DATE- Nov 82
AVAILABLE FROM- California Evaluation Services, 2090 Green Street, No. 27, San Francisco, CA, 94123 ($10.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accountability; *Bilingual Education Programs; Check Lists; Data Collection; *Evaluation Criteria; Evaluation Needs; Federal State Relationship; Feedback; *Information Needs; *Program Evaluation; State Standards

General considerations in evaluating bilingual education programs and data aggregation at the state and national levels are presented. Federal and state information requirements and accountability guidelines include the needs for information/data for various audiences, for evaluation resources, for increased project capability to conduct evaluations, for development of interest in evaluations, and for special studies. Evaluation standards for bilingual education programs consider (1) the evaluation model's characteristics; (2) its information coverage; (3) its general design characteristics; (4) its specific design characteristics; (5) data collection types and techniques; (6) analytic procedures; and (7) the evaluation's utility. An evaluation checklist of context and process variables to consider when conducting a bilingual program evaluation is presented. Specific criteria for report writing are discussed and a data analysis checklist with sample forms for displaying student achievement data is included. Useful suggestions for evaluation report writing and design developement are given. (PN)

ED 228 298 TM 830 218

Smith, Richard M.
A Comparison of Rasch Person Analysis and Robust Estimators.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Difficulty Level; *Error of Measurement; Estimation (Mathematics); Goodness of Fit; Guessing (Tests); *Latent Trait Theory; *Maximum Likelihood Statistics; Psychometrics; *Responses; Scores; *Testing Problems; Test Items; Writing Skills
IDENTIFIERS- Jackknifing Technique; *Rasch Model; *Robustness

Measurement disturbances, such as guessing, startup, and plodding, often result in an examinee's ability being either over- or under-estimated by the maximum likelihood estimation employed in latent trait psychometric models. Several authors have suggested methods to lessen the impact of unexpected responses on the ability estimation process. This study uses simulated data to compare the standard maximum likelihood estimation with two forms of robust estimation, BIWEIGHT and AMJACK, and person analysis within the Rasch model. The results indicate that, although the two robust estimation procedures recover the generating parameters under certain conditions, in the presence of many forms of measurement disturbances they mask important information. Rasch person analysis has the advantage of not only providing a method of modifying the ability estimation procedure but also of providing a means of identifying the nature of the disturbance. (Author)

ED 228 314   TM 830 240

Cason, Gerald J.; And Others
Controlling Rater Stringency Error in Clinical Performance Rating: Further Validation of a Performance Rating Theory.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Clinical Experience; *Error of Measurement; Evaluation Methods; Higher Education; Latent Trait Theory; Longitudinal Studies; *Mathematical Models; *Rating Scales; *Student Evaluation; Test Reliability; Test Theory; Test Validity
IDENTIFIERS- Generalizability (Tests); *Performance Rating Theory (Cason and Cason); *Rater Reliability; Rater Stringency Error

Prior research in a single clinical training setting has shown Cason and Cason's (1981) simplified model of their performance rating theory can improve rating reliability and validity through statistical control of rater stringency error. Here, the model was applied to clinical performance ratings of 14 cohorts (about 250 students and 200 raters) in a Junior year clerkship at a different medical school. The model fit every cohort's data. In the 11 cohorts where a significant rater effect was observed, reliability and validity of ratings were improved by using the model to obtain adjusted ratings from which rater stringency error was removed. Statistical control of stringency error in these cohorts produced adjusted ratings with a mean standard error of about 2.9 percent compared with 8.4 percent for (unadjusted) observed ratings. These improvements can be had at a fraction of the cost for methods such as rater training. The results provided further support for the validity, extended the generalizability, and illustrated the practical value of the Casons' model. Contained in the appendices are: "A Theory of Performance Rating"; and "MERLIN's Magic: The Estimation of RRP's and SAP's." (Author/PN)

ED 228 344 UD 022 696

Walter, John C.
West Indian Immigrants: Those Arrogant Bastards.
PUB DATE- 28 Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTIONS- Activism; *Black Attitudes; *Black Leadership; *Blacks; *Cultural Differences; Ethnicity; *Ethnic Relations; Political Influences; Self Concept
IDENTIFIERS- *West Indians

The influx of Caribbean West Indian immigrants into the United States has evoked mixed responses from the Afro American black community. The West Indians' high degree of literacy, sense of community, and high self esteem have developed black leaders who have earned the respect of enlightened Afro Americans through their achievements in education, politics, and black rights activism. On the other hand, there has been a notable hostility in relations between West Indians and Afro Americans in the 1920s. The tensions seem to stem, on the one hand, from Afro Americans' feelings of superiority over West Indians and the former's resentment of what they perceive to be the latter's air of sophistication; and on the other hand, from the West Indians' own air of superiority because of their British accents and association with sovereign origins. Relations between the two groups must be improved through a better understanding of cultural differences, an area of study in which educators should play an important role. (MJL)

ED 228 329 TM 830 270

Kermis, Wm. J.
Physiological Implications of Testing Cues: A Profile of Test Anxiousness.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Measures; Anxiety; Cues; Heart Rate; Higher Education; *Physiology; Psychological Patterns; *Psychological Studies; Psychometrics; *Responses; Self Evaluation (Individuals); Situational Tests; *Test Anxiety
IDENTIFIERS- State Trait Anxiety Inventory (Spielberger); Test Cue Inventory (Kermis)

Anxiety is defined as the fear of the unknown. The construct of anxiety incorporates both psychological and physiological components. This study was designed to explore the association between psychometric results and physiological results. The association between perceived effects (i.e., psychological) and actual effects (i.e., physiological) of both helpful and disruptive testing cues also was explored. Nineteen high test anxious (HTA) and seventeen low test anxious (LTA) undergraduate students served as subjects. Statistical results obtained suggest that a difference exists for systolic blood pressure and arterial pulse rate between HTA and LTA subjects. Only the systolic blood pressure revealed a main effect for the treatment (i.e., disruptive and helpful testing cues). Although no treatment main effect was found for arterial pulse rate, results obtained for that measure were in agreement with the predicted values. That is to say, pulse rate was the greatest after the disruptive cues and the lowest after the helpful cues. Pulse rate was reduced after each of the relaxation sessions. Results of comparisons between perceived effects and actual effects revealed a definite association between psychological and physiological response to disruptive and helpful testing cues. As predicted, a signifiant correlation existed among all treatments. Once again, the implication is that if an individual's autonomic responses were elevated they would remain elevated, although the group, both HTA and LTA, fluctuated in response to those treatments. (Author)

ED 228 299 TM 830 219

Taylor, Beverly W.; Dunbar, Ann M.

An Investigation of College Students' Academic Achievement Based on their Piagetian Cognitive Level and ACT Scores.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Age Differences; Cognitive Processes; *College Entrance Examinations; *College Students; Developmental Stages; Education Majors; Higher Education; Scores; *Sex Differences
IDENTIFIERS- ACT Assessment; *Piagetian Stages

The purpose of this study was to determine if academic achievement differed among the Piagetian cognitive levels of teacher education students and if these differences interacted with sex, age, classification (e.g., freshmen, sophomores), or ACT scores. Sample for the study consisted of 670 students enrolled in a developmental psychology class. The results indicated that Piagetian scores differed according to sex and ACT scores but not classification or age; the four types of achievement (quizzes, projects, test, and total) differed according to Piagetian scores, sex, and ACT scores; all types of achievement except quizzes differed according to classification; and age was not related to achievement in any way. (Author)

ED 228 315 TM 830 241

Rubin, Lois S.; Mott, David E. W.
Comparison of Three Different Item Banking Methods for Longitudinal Test Equating.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Difficulty Level; *Equated Scores; Grade 10; High Schools; *Item Banks; *Latent Trait Theory; Longitudinal Studies; Maintenance; Methods Research; Reading Tests; Test Construction; Test Items; *Test Theory
IDENTIFIERS- *Linkage Analysis; One Parameter Model; *Rasch Model; Virginia

Three different item-bank maintenance procedures were compared for the purpose of investigating their cumulative effects on a series of longitudinal equatings of tests measuring the same characteristic. Item data used resulted from Rasch one-parameter latent trait test calibrations. Comparison of the results in the various final banks were made. These included comparing mean item difficulty values, ability scores, and the number of correctly answered items necessary for passing the tests. These comparisons were made on the following data: a test comprised of the original 54 items and their difficulty values both in the initial bank and in the final banks, and, also, the difficulty values of items used as a test in the final administration of this study. No significant differences were found in the cumulative effects resulting from the various procedures. (Author)

ED 228 054 SE 040 930

Schlenker, Richard M.
Engineering Water Analysis Laboratory Activity.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Chemical Analysis; *Chemical Reactions; *Chemistry; *Laboratory Procedures; Postsecondary Education; Science Education; Science Experiments; Sludge; *Water; *Water Treatment
IDENTIFIERS- *Boilers; Marine Education

The purposes of water treatment in a marine steam power plant are to prevent damage to boilers, steam-operated equipment, and steam and condensate lives, and to keep all equipment operating at the highest level of efficiency. This laboratory exercise is designed to provide students with experiences in making accurate boiler water tests and to provide expertise they will be expected to apply during cadet shipping and in future maritime employment. The exercise consists of four procedures, applicable to samples of water drawn from any source. These include: (1) total alkaalinity "A" reading; (2) chloride test; (salinity); (3) caustic alkalinity "B" reading; (4) colorimetric phosphate procedure; and (5) dissolved solids meter procedure. Background information is also provided. Topics addressed include why water treatment of marine engineering plant water is needed (breakdown of composition of seawater is provided); how water impurities cause deposits; mineral deposits, scale (any solid material found on boiler tubes or inside drums after water has been drained out), and sludge; chemistry of scale and scale prevention; chemical composition of boiler water suspended solids; water corrosion of boiler metal; theory of corrosion, discussing chemical reactions at the anode and cathode; other kinds of damage from corrision; and evaporator water problems. (JN)

ED 228 070 SE 041 267

Changing Employment Patterns of Scientists, Engineers, and Technicians in Manufacturing Industries: 1977-80. Final Report.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-82-331
PUB DATE- Oct 82
AVAILABLE FROM- Single copies may be obtained gratis from the National Science Foundation, 1800 "G" St., NW, Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Chemistry; Computer Science; *Employment Patterns; Employment Statistics; Engineering; *Engineers; *Manufacturing Industry; Occupational Surveys; *Paraprofessional Personnel; Sciences; *Scientists; *Technical Occupations; Technology

This report presents an analysis of science, engineering, and technician (SET) employment within manufacturing industries based on data from the 1977 and 1980 Occupational Employment Statistics survey. The purposes of the report are to: (1) summarize employment data for detailed SET occupations in manufacturing to describe demand patterns; (2) identify the fastest growing occupational and industrial demand sectors; and (3) assess the relative importance of changing industrial composition and staffing patterns as they determined variations in occupational demand within these industries between 1977 and 1980. Analysis of employment by occupation is provided in section 1, considering separately, scientists, (chemists, computer systems analysts, and other science occupations), engineers (electrical/electronic, mechanical, industrial engineers, and other engineering occupations), and technicians (engineering technicians, computer programmers, and science technicians). Employment by industry is considered in section 2, focusing on durable-goods industries, nondurable-goods industries, technological intensity and SET employment growth, and industrial detail of high-technology. An evaluation of the importance of staffing pattern changes in explaining the movement of SET employment within manufacturing industries is provided in section 3. Technical notes on the survey and detailed statistical tables are provided in appendices. (JN)

ED 228 085 SE 041 282

Electricity: Today's Technologies, Tomorrow's Alternatives. Teacher's Guide.

Electric Power Research Inst., Palo Alto, CA.

PUB DATE- 82
AVAILABLE FROM- Electric Power Research Institute, P. O. Box 10412, Palo Alto, CA 94303 ($1.00 ea., 1 free with each order of 30 books).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Coal; Decision Making; *Electricity; *Energy; Environmental Education; *Environmental Influences; Fuels; Nuclear Energy; Nuclear Power Plants; *Power Technology; Science Education; Secondary Education; *Secondary School Science; Solar Energy; Utilities; Wind Energy
IDENTIFIERS- *Alternative Energy Sources; *Energy Education

This teaching guide is designed to help teachers develop lesson plans around nine chapters provided in the student textbook. Chapters focus on energy use, energy demand, energy supply, principles of electric power generation, today's generating options, future generating options, electricity storage and delivery, environmental concerns, and making energy decisions. The guide is not intended as a comprehensive step-by-step instructional aid; rather, its purpose is to suggest some general classroom procedures and activities. The guide presents a nine-part format related to each chapter, including a one- or two-sentence summary of the chapter contents, list of major topics, statement of the chapter's objective, list of key words, general questions for discussion that challenge students to think beyond the contents, suggestions for activities (including field trips and guest lectures), list of additional readings, list of films and audiovisual resources, and a short quiz. An answer key for the nine quizzes is also provided. (JN)

ED 228 100 SO 013 734

Organizing for Peace and World Order Studies: A Guide of Strategies and Methods. Project for Global Education.
Institute for World Order, New York, N.Y.
SPONS. AGENCY- Consortium on Peace Research, Education, and Development, Boulder, Colo.; Global Education Associates, East Orange, N.J.; Institute for Policy Studies, Washington, DC.; World Federalists Association, Arlington, VA.
PUB DATE- 81
AVAILABLE FROM- Project for Global Education, Institute for World Order, 777 United Nations Plaza, New York, NY 10017 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Course Descriptions; *Curriculum Development; Experiential Learning; *Global Approach; Higher Education; *Interdisciplinary Approach; *International Studies; *Peace; Problem Solving; Teaching Methods; World Problems
IDENTIFIERS- *Interdependence

Methods are offered for developing college-level peace and world order programs designed to stimulate critical problem identification and creative problem solving and to equip students for the political complexities of the struggle for peace. The manual is organized into four sections. Section 1 contains four essays by students in peace and world order studies at Princeton, Columbia, Rutgers, and the American University. The essays emphasize ways in which the programs have changed student perceptions. Section 2 contains five articles on organizing an interdisciplinary peace studies curriculum, creating a campus-wide program, finding sponsors for activities, presenting proposals, and working with other professors. Section 3 describes model programs at the School for International Training, Georgetown University, University of Iowa, and Colgate University. Topics include experiential world order studies, the interdisciplinary major in peace studies, certificates in global studies, and brief course descriptions. Section 4 describes the organization of peace and world order studies at the Catholic University of America. A list of similar programs in colleges and universities in the United States is provided. (KC)

ED 228 115 SO 014 505

Binford, Michael B.
Semi-Projective Methods, Political Attitudes, and Political Reasoning.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Data Analysis; *Holistic Approach; *Political Attitudes; Political Science; *Projective Measures; *Public Opinion; *Research Methodology; Research Problems; Social Science Research

Semi-projective holistic methods in political science research can augment knowledge of political attitudes and political reasoning. Semi-projective methods refer to techniques which present focused or structured stimuli and allow an unrestricted range of responses. Visual stimuli include ink blots, standard drawings, political cartoons, or draw-a-person tests. Verbal stimuli include word associations, incomplete sentences, and unfinished stories or political dilemmas. For example, the interviewer asks for responses to words and sentences such as "Democrat," "president," "union," or "I am most proud of my government's" (respondent completes the sentence). Unfinished stories focus on neighbor's feelings, running a meeting, jury problem, protest permit, zoning board, robbery, pollution, economy and the role of government, and the morality of stealing to save a life. Because the respondent is drawn into the research process, semi-projective methods provide rich, elaborate verbal data which examine the links between attitudes and basic beliefs. Given a restricted sample size, participants are selected as representatives of theoretically significant types. Major drawbacks are the quantity of data, complex coding procedures, and the need to edit responses. Profiles of two participants, interview formats, and a transcript are included. (KC)

ED 228 131 SO 014 588

Radz, Michael A.
The Democratic Classroom.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Citizenship Education; *Democracy; *Educational Environment; Educational Needs; Educational Planning; Elementary Secondary Education; Family School Relationship; *Hidden Curriculum; Models; School Community Relationship; *School Role; Social Studies; *Student Responsibility

Two brief papers, outlines, worksheets, and surveys for creating a democratic school environment and furthering citizenship education in grades K-12 are presented. The first paper emphasizes the need for and the role of citizenship education in the school. The second paper discusses the influence of the formal, hidden, and societal curricula on citizenship education and suggests merging these curricula to make learning more meaningful. Further suggestions are that members of individual schools should formulate a specific plan for citizenship education; all principals should be trained as climate leaders rather than building managers; and school, home, and community must find ways to reinforce each other. Two outlines on the democratic classroom present a model for citizenship education and methods for creating a democratic classroom. A third outline lists characteristics of a responsible citizen within three categories: demonstrates respect for law, others, and self; acts with integrity; and is informed and involved. Other attachments include a list of encouraging and discouraging adult behaviors, an analysis of teacher expectations of student behavior, and a classroom attitude survey for teachers. (KC)

ED 228 147 SO 014 625

Family Planning in the 1980's: Challenges and Opportunities. Report of the International Conference on Family Planning in the 1980's (Jakarta, Indonesia, April 26-30, 1981).

Agency for International Development (Dept. of State), Washington, D.C.; International Planned Parenthood Federation, New York, N.Y.; Population Council, New York, N.Y.; United Nations Fund for Population Activities, New York, N.Y.

REPORT NO.- ISBN-0-87834-045-9
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Community Involvement; Contraception; Developed Nations; Developing Nations; Development; *Family Involvement; *Family Planning; Futures (of Society); *Individual Needs; Population Trends; Research Needs; *World Affairs

Strategic and operational issues throughout the world formed the focus of the International Conference on Family Planning. The objectives of the conference were to review the accomplishments of family planning over the past decade, assess the challenges and opportunities for the 1980's, and identify means to strengthen commitment to family planning as an essential component of development. The document contains conference recommendations, the keynote speech by the chairman of the conference, and the background document which supplied the key reference points for the conference. Future strategic approaches include community participation, sensitivity toward users and potential users, increased integration of family planning with other development activities, improvement in the status of women, and an increase in men's participation in family planning. Specific program recommendations involve expanding services, strengthening management and training, offering supplies, increasing communication and education, using qualitative methods in research, and exercising caution when using incentives and disincentives. Five opening speeches and lists of the consultative group and conference participants are also included. (KC)

Jones, Donald W., Ed.
Governance & Leadership in Teacher Education. Thirty-Fifth Annual Report of the North Central Association Teacher Education Summer Workshop.
Ball State Univ., Muncie, Ind.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.; National Council for Accreditation of Teacher Education, Washington, D.C.; North Central Association of Colleges and Schools, Chicago, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; *Accreditation (Institutions); Beginning Teachers; *Governance; Higher Education; *Institutional Cooperation; *Leadership; Program Development; Schools of Education; State Standards; Teacher Background; *Teacher Education; Teacher Education Programs; Teacher Effectiveness; Teacher Evaluation; Teacher Qualifications; *Teacher Workshops
IDENTIFIERS- American Association of Colleges for Teacher Educ

The Teacher Education Workshop, sponsored by the North Central Association of Colleges and Schools, provides a means for institutions of higher education to work cooperatively for the improvement of teacher education. The general theme for 1982-83, "Governance and Leadership in Teacher Education," was the focus of the workshop reported on in this monograph. Part One presents a description of the North Central Accrediting Association's Teacher Education Project, which provides assistance to participating institutions in strengthening their programs. Details of activities as well as specifics regarding the organization and functioning of the project are discussed. Part Two contains the position papers which were developed through the American Association of Colleges for Teacher Education Task Force. Each paper is presented in its entirety, and clarification remarks are included. Speakers addressed specific aspects of governance and leadership in the areas of: (1) beginning teachers; (2) extended teacher education programs; (3) teacher competency assessment; and (4) changes in national accreditation. The work of the 25 workshop participants in reacting to and studying the papers comprises Part Three. (JD)

ED 228 177 SP 021 978

Harris, Clifton S.

A University-Wide Approach to Teacher Education: School of Education Autonomy Abjured.

PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Faculty; Educational Research; Higher Education; *Institutional Autonomy; Knowledge Level; *Preservice Teacher Education; Program Development; Research Needs; *Schools of Education; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- *University of Texas Dallas

The University of Texas at Dallas's teacher education program involves a university-wide approach. Unlike most other universities, there is no formal college or school of education at Dallas. Instead, faculty with the appropriate education and experience hold appointments in the academic disciplines and teach courses in professional education and in the discipline as well. These same teachers also engage in education-related activities such as serving on the University Council on Teacher Education and supervising student teachers. In this particular setting, the University Council on Teacher Education becomes the group that reviews and recommends policy and procedures. Using the Dallas model in particular, various strengths and limitations of the university-wide approach to teacher education are discussed. Also given considerable attention is governance and the idea of a knowledge base for teaching. It is concluded that it is crucial that educators are thoughtful, attentive, and committed to developing the knowledge base and that it is crucial to transmit effectively that knowledge and skill to improve teaching and learning. (JM)

Peace Corps Stateside Teacher Training for Volunteers in Liberia. Volume I: Evaluation Report. Final Report.
PSI Associates, Inc., Washington, DC.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 12 Feb 82
CONTRACT- 82-042-1003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Competency Based Teacher Education; *Cross Cultural Training; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Overseas Employment; Teacher Evaluation; *Teaching Models; Voluntary Agencies; Volunteers; *Volunteer Training
IDENTIFIERS- *Liberia; *Peace Corps Stateside Teacher Training Model

This report contains an evaluation of the Peace Corps stateside teacher training model for volunteers in Liberia. The first section lists recommendations stemming from the evaluation, concerning the pre-training questionnaire, deselection during training, emergency procedures, and the teacher training program. Section 2 describes the training model, which emphasizes the development of curriculum competencies to provide volunteers with basic generic skills to use in Liberia. The product-oriented model's three levels of training are noted: general teaching methodology; review and upgrading in the content area and practice teaching in junior/senior high schools; and inservice workshops for peers. Cross-cultural training and unexpected training events are also described. Section 3 discusses the staff evaluation of the training program, in which key staff members were interviewed about specific areas of program organization, content, effectiveness, and impressions. The fourth section details volunteer evaluation of training by analyzing pre- and post-training questionnaires and interviews. The second half of the report includes the actual evaluation materials used by trainees to evaluate the program and by staff to evaluate trainee success. These materials include guidelines for trainee evaluation, guidelines for teacher-trainer evaluation, skills assessment evaluation materials, preservice training objectives, and a final evaluation rating scale and summary sheet. (JM)

ED 228 162 SP 021 519

Munroe, Mary Jeanne
Effective Teacher Behaviors as an Avenue to Enhance the Self-Esteem of Teachers.
PUB DATE- 22 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Classroom Techniques; Elementary Secondary Education; Expectation; Listening Skills; Nonverbal Communication; Positive Reinforcement; Questioning Techniques; Role Models; *Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness

A discussion of how teachers perceive students and interact with them points out that one characteristic of an effective teacher is a high level of interactive skills. Selected teacher behaviors which enhance the quality of teacher-student contacts are discussed. It is emphasized that modeling desirable behavior is a primary responsibility for teachers at all levels, since this provides a basis for establishing a classroom climate of courtesy and trust. Within this framework, other teacher behaviors are considered, such as the critical skills of constructive questioning and creative listening. While these behaviors are essential, particularly in dealing with low achieving students, others are described as equally important. Consideration is given to the effective use of time and clarity of teacher presentation. Also identified as supportive teacher behaviors are immediate feedback and encouragement and modeling empathetic understanding. Consistency in these behaviors, regardless of the ability levels of the students, is identified as a hallmark of effective teaching. (JD)

ED 228 223 SP 022 108

DeBruin, Jerome E.
A Developmental Perspective on the Growth of Student Teachers Using the COKER and TPAI.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Classroom Observation Techniques; Evaluation Criteria; Evaluation Methods; *Evaluators; Higher Education; *Lesson Observation Criteria; Preservice Teacher Education; *Student Teachers; Student Teacher Supervisors; *Teacher Evaluation
IDENTIFIERS- *COKER (Instrument); *Teacher Performance Assessment Instrument; University of Toledo OH

Two student teacher evaluation methods used by the University of Toledo are the Classroom Observation Keyed for Effectiveness Research Instrument (COKER) and the Teacher Performance Assessment Instrument (TPAI). The COKER is an objectively administered low inference system for recording teacher and student interactions in the classroom. (The form itself is replicated in the paper.) Section A of the COKER shows a matrix of numbered cells that designate specific teacher and student interactions. There are three major categories of teacher behaviors in this section: presenting, questioning, and responding. These categories are further subdivided into 37 subcategories. Section B of the COKER features a record of student and teacher behaviors. In contrast to the COKER system, the TPAI is a high inference system that determines how well teachers can demonstrate selected general teaching skills and activities. The instrument contains five sub-instruments: (1) Teaching Plans and Materials; (2) Classroom Procedures; (3) Interpersonal Skills; (4) Professional Standards; and (5) Student Perceptions. The instrument is scored by determining the number of descriptors present for each teaching skill or behavior. Following descriptions of the evaluation methods, 15 suggestions and observations about the methods are offered, based on 4 years of use of the COKER and TPAI. (JM)

ED 228 238 SP 022 230

Evans, Virden; Johnson, DeWayne

The Use of Cattell's Profile Similarity Coefficient in the Classification of Football Athletes.

PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Achievement Rating; *Athletes; *Athletic Coaches; Evaluation Criteria; Evaluation Methods; *Football; *High Achievement; High Schools; High School Students; *Low Achievement; Performance Tests; *Physical Fitness; Psychomotor Skills
IDENTIFIERS- *Cattells Profile Similarity Coefficient

Using Cattell's Profile Similarity Coefficient, 154 high school football players from 21 different public high schools were classified as being successful or unsuccessful. Seventeen physical and motor ability variables relating to athletic ability were administered to the football players. The variables included: (1) standard height; (2) body weight; (3) calf girth; (4) thigh girth; (5) chest girth; (6) upper arm girth; (7) back lift strength; (8) leg lift strength; (9) right grip strength; (10) left grip strength; (11) bar dips; (12) 40-yard dash; (13) Illinois Agility Run; (14) standing broad jump; (15) total body reaction; (16) 60-yard shuttle run; and (17) football throw for distance. After measuring the variables for each subject, the variables were then subjected to Cattell's Profile Similarity Coefficient. Results show that the 17 variables used were effective determinants of the coaches' classification of successful and unsuccessful football players and that successful football players are taller, heavier, and stronger than unsuccesful football players. (JM)

ED 228 253 TM 820 773

Summer School for Retainees, 1982. Evaluation Design.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-81.66
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Failure; Achievement Gains; Basic Skills; Data Collection; Elementary Education; Evaluation Criteria; *Evaluation Methods; *Grade Repetition; Mastery Tests; *Program Evaluation; *Research Design; School Districts; Second Language Learning; Skill Development; *Summer Schools
IDENTIFIERS- *Austin Independent School District TX

The evaluation design for the Austin Independent School District 1982 summer school program for elementary retainees is described. The evaluation is meant to focus on short-term skill mastery in reading and mathematics and the long-term achievement growth of the participants. Separate reading objectives and materials in Spanish and English language arts for Limited English Proficiency students are planned. Among the relevant evaluation questions and objectives to determine program effectiveness are whether the structure of summer school will be appropriate for future application, and whether alterations will be necessary. Information sources for data to be used in projected decisions will include student mastery files; project files and records; teacher, parent, and director surveys; Iowa Tests of Basic Skills files; observations; and mastery tests. Evaluation activity time resource allocations and dissemination plans are provided. The AISD Office of Research and Evaluation will report findings in the fall of 1982 and the summer of 1983. (CM)

ED 228 239 SP 022 301

Ward, Beatrice A.; And Others
The Years between Elementary School and High School: What Schooling Experiences Do Students Have?
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Education; Core Curriculum; *Educational Quality; *Junior High Schools; *Junior High School Students; *Middle Schools; Student Attitudes; Student Behavior; Student Characteristics; *Student Development; Student Motivation; Student Needs; Student Role; Student Teacher Relationship; Teacher Effectiveness; Teacher Role
IDENTIFIERS- National Commission on Excellence in Education

This paper discusses the modern American junior high and middle school from the perspectives of an interested observer, the educational researcher, and the students themselves. Discussed briefly are three factors that place junior high/middle school education in a unique context--the developmental stage of the students who are served, the historical rationale for creating such schools, and the current move to establish "middle" rather than "junior high" schools. Next, examples are provided of the ways teachers, students, and subjects are organized in these schools. This is followed by a discussion of the academic and social maturity requirements students must meet in order to perform successfully in junior high/middle schools. Also described are types of teaching practices that have been observed to be most effective at this educational level. Demands that are placed on students as they move from elementary to junior high/middle schools are summarized, as is a theme that runs throughout the paper, involving three aspects of a student's instructional program: (1) nature of academic tasks; (2) socio-organizational structure of the classroom; and (3) management and accountability systems employed by teachers. (JM)

ED 228 284 TM 830 171

Raupp, Magdala
Considerations in Deciding on a District Management Strategy for Linking Testing and Evaluation Practices with Instructional Change.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-183
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Change; *Educational Strategies; Elementary Secondary Education; *Evaluation Utilization; Formative Evaluation; *Instructional Improvement; *Management Systems; *School Districts; Test Use; Test Validity
IDENTIFIERS- *Linkage

The process of developing a testing/evaluation/instruction management subsystem that will be uniquely suited to the specific situation of a given district requires a decision to use a strategy for instructional change in which data from testing and evaluation would play a major role. Considerations that might go into such a decision involve some of the elements of an analytic framework specified by Bank and Williams (1981). Major questions are: (1) whether a testing/evaluation/instruction management strategy is worth the effort; (2) what opportunities and constraints are posed by the relevant environments and how will these environments shape the strategy; (3) what ideas related to testing and evaluation run consistently through the district; and (4) what effect would these ideas have on strategy choice and implementation. Further considerations are the operational elements necessary to implement a management subsystem, the formal and informal structures that will serve as coordinating mechanisms to make testing and evaluation useful to teachers, and the impact of the subsystem on instruction. (CM)

ED 228 269 TM 830 099

Appenzellar, Anne B.; Kelley, H. Paul
Re-Evaluation of Decision Scores Used in Course Placement and Credit by Examination in Spanish at U.T. Austin: The Spanish Validity Study of 1981.
Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO.- RB-82-4
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Entrance Examinations; Comparative Analysis; *Cutting Scores; Equivalency Tests; Higher Education; *Mastery Tests; Psychometrics; *Spanish; Student Placement; Test Interpretation; *Test Validity
IDENTIFIERS- College Board Achievement Tests; *College Entrance Exam Board Lang Achievement Test; College Entrance Examination Board; *College Level Examination Program; University of Texas Austin

The College Board's Spanish Listening-Reading Test, designed to measure student ability and knowledge, is required of all students with previous knowledge of Spanish, however acquired, who have no college credit in Spanish and who intend to enroll in University of Texas, Austin, Spanish course. With satisfactory performance on the test, eligible students receive credit by examination in one to four Spanish courses. The College Board College-Level Examination Program (CLEP) Subject Examination in Spanish, designed to measure knowledge and ability equivalent to that of students who have completed up to four semesters of college Spanish, was introduced into the placement program in 1977 as an optional test for departmental use in certain special situations. The 145 questions cover the same four broad content areas as do the 100 questions on the achievement test. Course level to level, mean Composite/Total scures increased on both tests, with the magnitude of difference declining at the more advanced levels of instruction. This upward progression was more consistent on the CLEP examination, level to level, than on the achievement test; these differences made greater distinctions between levels on the CLEP examination than on the achievement test. (PN)

ED 228 300 TM 830 221

Winn, Bill
Learning Strategies and Adaptive Instruction.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Ability; Cognitive Processes; Comprehension; Educational Research; Foreign Countries; Instructional Design; *Learning Processes; *Metacognition; Study Skills
IDENTIFIERS- *Adaptive Instructional Systems; Alberta; *Learning Strategies

Implications of research into human ability and metacognition for adaptive instruction are examined. Traditionally, adaptive instruction has largely involved the adaptation of instruction to suit the cognitive idiosyncrasies of individual learners. Through the development of learning strategies and metacognitive abilities to manage them, this paper discusses how adaptive instruction should aim at fully interactive adaptation between the learner and the instruction. Studies reviewed equate mental effort with depth of processing, and suggest that little will be learned, in terms of schema change, unless mental effort is invested by the learner. For adaptive instruction to be truly effective, learners must be challenged, but not to the point where they no longer believe they can succeed. Conclusions are drawn concerning the relative effectiveness of adapting instruction to learners and learners to instruction. Implications for the design of adaptive instruction are presented. (PN)

ED 228 316 TM 830 242

Blumberg, Carol Joyce; And Others
Comparison of Methods of Data Analysis in Nonrandomized Experiments.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Control Groups; *Data Analysis; Data Collection; Evaluation Methods; Mathematical Models; *Research Design; Research Methodology; *Simulation
IDENTIFIERS- *Monte Carlo Studies; *Nonrandom Selection

Various methods have been suggested for the analysis of data collected in research settings where random assignment of subjects to groups has not occurred. For the purposes of this paper the set of allowable nonrandomized designs is made up of those research designs where data are collected for one or more groups of subjects at two or more time points on some measure of interest. Further, none of the groups need be a control group. The main purpose of the paper is to describe and report the results of a Monte Carlo simulation study that was carried out to determine which of several data analysis methods developed by either Blumberg and Porter or Olejnik yields the best point estimates of treatment effects under various constraints. When growth on the measure of interest is linear over time, Blumberg and Porter's methods provide the best estimates. When growth is exponential over time, the results are mixed: under some constraints Olejnik's method is best, but usually Blumberg and Porter's methods provide the best estimates. (Author)

ED 228 330 TM 830 271

Tarver, Linda K.; Carr, Dan B.

Prospective Teachers' Performance on the National Teacher Examinations and the American College Test.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Beginning Teachers; *College Entrance Examinations; Comparative Analysis; Elementary Secondary Education; Minimum Competency Testing; *Predictor Variables; Research Methodology; *Scores; Teacher Certification; Test Use; Vocational Education

IDENTIFIERS- *American College Testing Program; *National Teacher Examinations

Using a statewide sample of prospective teachers' results on the National Teacher Examinations (NTE), the investigation probed relationships between NTE Composite Scores, Weighted Common Examination Total (WCET) scores, and WCET subscores with selected predictor variables, specifically, American College Testing (ACT) Composite and Area Scores. Data were collected to describe the performance of Louisiana's potential teachers on the NTE and the ACT. Correlation coefficients were calculated for ACT and NTE scores and subscores. Weighted mean scores of Louisiana's students, grouped by level of certification, and state means for the entire sample on the Common Examinations of the NTE and its subdivisions were calculated, and comparisons were made of the distribution of scores grouped by level of certification. Mean scores of Lousiana's students, grouped by level of certification, and state means for the entire sample on the ACT and its areas were calculated, and comparisons were made of the distribution of scores grouped by level of certification. Levels of certification were elementary, secondary, or vocational and K-12. (Author/CM)

ED 228 331   TM 830 273

Seitz, Charles A.; And Others
Report on the Division of Transportation. Management, Operations, Review, & Evaluation.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Feb 83
AVAILABLE FROM- Montgomery County Public Schools, Rockville, Md, 20850 (Single copy at no charge to qualified institutions).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Auto Mechanics; Elementary Secondary Education; Facility Inventory; *Motor Vehicles; *Program Evaluation; Questionnaires; *Research Methodology; School Buses; School Districts; *Student Transportation
IDENTIFIERS- Auditors; *Montgomery County Public Schools MD

The Management, Operations, Review, and Evaluation project staff prepared a report on the Division of Transportation of the Montgomery County Public Schools at Rockville, Maryland. The 25 chapter report is divided into four parts: (1) The Division's mission, organization, resources, and success; (2) pupil transportation; (3) automotive services; and (4) auditor's report on the inventory system. It includes an executive summary, as well as the study methodology (Appendix A) and an independent routing study (Appendix B). (PN)

ED 228 345 UD 022 699

Turner, Susan Douglas; Hildebrand, John A.
PREP Implementation in Hillsborough County. Cycle III. Evaluation Report.
Hillsborough County Public Schools, Tampa, FL.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrator Attitudes; Curriculum Development; Educational Assessment; Inservice Teacher Education; Medical Evaluation; Parent Participation; Primary Education; *Program Effectiveness; Program Evaluation; *Program Implementation; *School Health Services; Staff Development; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Primary Education Program FL

The third phase of a three-cycle evaluation process designed for the Primary Education Program (PREP) of the Hillsborough County Public Schools (Tampa, Florida) was undertaken by evaluation teams in April 1981. Evaluation involved different data collection techniques. First, interviews with principals and curriculum intervention specialists at nine sample schools provided descriptions of the extent of PREP's health component (including health assessment, referrals, and record keeping) and educational assessment, instructional strategies, staff development, and parent involvement. Second, examination of PREP records of kindergarten and first grade pupils indicated the extent of compliance with record keeping guidelines. Third, classroom observations allowed identification and comparison of objectives, strategies, activities, and interactions in different PREP classrooms. Fourth, teacher questionnaire responses indicated teachers' training needs and requirements for student assessment and strategy assignment. Finally, statistical data provided personnel utilization information. This report presents the evaluation findings, discusses conclusions and recommendations for cycle three, and describes action taken on recommendations for cycles one and two. Appendices include some forms used in the evaluation, and definitions of variables considered in the study. (MJL)

ED 228 346 UD 022 700

Druian, Greg
Promising Practices in Educational Technology: Policy Alternatives for Urban Educators. Resources for Decision Makers No. 1.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Literacy; Educational Policy; *Educational Practices; *Educational Technology; *Education Work Relationship; Elementary Secondary Education; Information Networks; *Microcomputers; *Urban Education

This report discusses key problem areas in the use of computer technology in education and describes current educational practices that appear to address the needs of urban educators. The problem areas, which were identified by the Technological Study Group of the National Institute of Education's Urban Superintendents' Network, concern: (1) the provision of effective computer literacy programs; (2) linkages between technology and employment skills training; (3) the avoidance of obsolescence of computer hardware and software; and (4) the creation of networks, or connections, among different technological tools for instructional and/or administrative purposes. For each problem area, relevant issues are discussed and promising practices or projects are briefly described. Names and addresses of contact persons for some of the projects are provided. The report also considers key policy making areas for urban districts that intend to employ computer technology in education. Appended to the report are a directory of members of the Technology Study Group, a partially annotated bibliography of references and instructional materials, and a list of other information sources. (MJL)

ED 228 360 UD 022 727

Hebbeler, Kathleen M.
Follow-up Study of Students in the Early Admission Program.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Acceleration (Education); Achievement Gains; *Early Admission; *Grade 1; Grade 2; *Kindergarten; Predictor Variables; Primary Education; *Program Effectiveness; Program Evaluation; *School Entrance Age; *School Readiness; Social Adjustment
IDENTIFIERS- *Montgomery County Public Schools MD

In 1978, the Montgomery County (Maryland) public schools initiated an early admission (EA) pilot program that allowed 5-year olds to enter first grade. Two approaches were utilized: Under Plan I, a small number of 5-year olds entered regular grade 1 classes; under Plan II entire classes of 5-year olds attended school the full day, with the intention that they would cover both kindergarten and first grade curricula by year's end. Initial evaluation showed that only a small percentage of participating students in either group actually went on to be placed in grade 2. Further evaluation collected follow-up information on program graduates in first, second, or third grades. Most of the 21 children placed in grade 2 after the EA program experienced success. The remaining (approximately 280) children who were placed in grade 1 rated significantly higher than their non-EA classmates in both academic and social development. Difficulties were encountered in predicting achievement on the basis of standardized tests and teachers' ratings. These findings indicate that very few 5-year olds are ready for first grade, but that many children could benefit from a more enriched program than kindergarten presently provides. The evaluation also indicates the need for multiple criteria for identifying children ready for early placement. (Author/GC)

ED 228 361 UD 022 728

Hayes, Floyd W., III

Structures of Dominance and the Political Economy of Black Higher Education in a Technocratic Era: A Theoretical Framework. Occasional Paper No. 3. Revised.

Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Black Colleges; *Black Education; Blacks; *College Role; Economic Factors; Equal Education; Government Role; Higher Education; *Political Influences; Public Policy; *Racial Discrimination; Social Class
IDENTIFIERS- Ideology; *Oppression

In technologically advanced American society, the black struggle for education is rooted in the historical struggle to overturn racial oppression, economic exploitation, and cultural/ideological domination. In this society, where the state functions to perpetuate existing structures of political, economic, and ideological dominance, education has traditionally operated as an instrument of social control rather than an avenue for social mobility and self-determination. In the face of threats to their survival, black higher education institutions must become active in the overall struggle for black liberation. To serve as a liberating force, black institutions must: (1) stress the study of the African experience and establish linkages with the Pan-African world; (2) emphasize cross disciplinary studies; (3) seek to understand European philosophy, politics, values, and society; (4) stress research and instruction in technology and science; (5) become future oriented; and (6) provide opportunities for intensive study of policy analysis, planning theory, and organizational principles. Finally, both black institutions and black communities must increasingly interact and become partners in the struggle for black self-determination. (MJL)

ED 228 375 UD 022 744

Schensul, Stephen L.
Attempts at Linkage: The New York Region Seminar Plan. Draft. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Oct 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Data Collection; *Educational Improvement; Elementary Secondary Education; *Information Dissemination; Linking Agents; Researchers; *Research Utilization; *Seminars; *Technical Assistance; Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project; New York

In 1976 and 1977, the New York region team of the Documentation and Technical Assistance Project (DTA), Center for New Schools (Chicago, Illinois), conducted 12 seminars on major issues concerning school improvement, based on observations by documentation teams in nine school community sites. The information is then disseminated to technical assistance teams for use in helping to enhance problem solving capacities in other school sites. The New York seminars sought to provide linkages between researchers and technical assistance team members for collaborative analysis of the data from the sites. The seminars were organized around four major topics: (1) community accessibility; (2) professionalization of teachers; (3) the school as a well-functioning organization; and (4) the principal as educational leader. This report discusses the rationale for the seminars; their development, implementation, and outcomes; and implications for the future of the DTA project. Based on the seminar experience, the report identifies four factors that might allow research to have greater bearing on action: (1) personal contact in knowledge dissemination; (2) collaborative analysis of information; (3) an inventory of actual problem solving experiences; and (4) continuity of the data dissemination process. (MJL)

ED 228 376 UD 022 745

Holmes, Manford

An Examination of Two Technical Assistance Styles Within One Project. Draft. Documentation and Technical Assistance in Urban Schools.

Center for New Schools, Inc., Chicago, Ill.; Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Oct 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Educational Change; *Educational Improvement; Elementary Secondary Education; *Information Utilization; *Linking Agents; *Program Effectiveness; *Technical Assistance; Urban Schools
IDENTIFIERS- Chicago Public Schools IL; *Documentation and Technical Assistance Project; Oakland Unified School District CA

This paper describes the implementation of technical assistance strategies to enhance urban public school improvement in the Oakland, California, and Chicago, Illinois, school districts. The assistance strategies were developed under the Documentation and Technical Assistance Project (DTA) of the Center for New Schools in Chicago, and implemented by the regional technical assistance teams of Eugene (Oregon)/Oakland and Chicago. The paper presents an analytical framework for examining team assistance styles, consisting of six stages: exchanging information, distinguishing roles, building relationships, identifying and making links, using materials, and checking for usefulness. The assistance styles of each team are analyzed by describing how the stages in the framework were carried out in the following activities: (1) team organization; (2) entry into school assistance sites; (3) provision of assistance; and (4) withdrawal from the site. Next, the paper discusses changes that the assistance process brought about in different areas of the local school context. Finally, issues that emerged from the assistance process are considered and presented as tools for analyzing past work and planning future strategies in technical assistance provision for urban school improvement. (MJL)

ED 228 377 UD 022 748

Smith, David M.
Cultural Values and School Improvement: A Report on the San Andreas Cultural Continuity Project on Urban Education. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPCNS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Jan 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Black Culture; Case Studies; Cultural Differences; *Cultural Influences; Desegregation Effects; Elementary Education; Information Dissemination; Inner City; Organizational Change; *Parent Participation; *Parent School Relationship; *Problem Solving; School Community Relationship; Staff Development; Teacher Attitudes; Teaching Skills; Urban Education; *Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project

Inner City children have been known to experience difficulty in school with their academic programs because they are taught in an environment that is culturally different from the home and community that a child comes from. Thus, an inner city child may be stigmatized as educationally deficient, consequently depriving him of the opportunities to fully realize his potentials or utilize his skills. The expectations, attitudes, and values that exist in the school setting sometimes conflict with those of the children and the community that it is supposed to serve and may affect the attitude of the children towards learning. This paper describes the background, philosophy, strategies and problems of the Cultural Continuity Project (CCP) in Urban Education, one of the nine programs undertaken by the Documentation and Technical Assistance in Urban School project. CCP was designed to resolve cultural conflicts and improve interaction between the school, the community members and other individuals concerned with the education of inner city children by using a psychosocial model approach to problem solving. The model seeks to change the attitudes of teachers, administrators, and parents by providing increased access to expert information on areas of mutual concern to all. (Author/AOS)

ED 228 362 UD 022 730

Smylie, Mark A.; Hawley, Willis D.
Increasing the Effectiveness of Inservice Training for Desegregation: A Synthesis of Current Research. Reference & Resource Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1523-1
PUB DATE- 82
AVAILABLE FROM- National Education Association, 1201 16th St., N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTIONS- *Administrators; Elementary Secondary Education; Improvement Programs; *Inservice Teacher Education; Interpersonal Relationship; Management Development; *Program Development; Program Effectiveness; *Program Implementation; *School Desegregation; *Teaching Methods

This report reviews recent research on strategies that have been found to promote useful and effective inservice training programs in desegregated schools. The first section presents approaches for planning and implementing inservice training for desegregation. The second section describes inservice desegregation training programs that focus on: (1) instructional methods; (2) curriculum; (3) self awareness, empathy, and interpersonal relations; (4) discipline techniques and classroom management strategies; and (5) parent involvement in school affairs. The third section discusses the need to train administrators for school desegregation. It is suggested that the most successful inservice training programs are those that have been planned and implemented by educators themselves; address specific needs of teachers and administrators in single school settings (including student achievement, improving interpersonal relations, discipline and classroom management techniques, and curriculum innovation); involve participants in program development and implementation; and focus on developing practical skills and responses for the classroom. Models of the components of inservice training programs and the relationship between training areas and outcomes are given. (Author/MJL)

ED 228 363 UD 022 731

The Federal Role in Meeting the Education Needs of Chicanos and Puerto Ricans with Special Emphasis on Higher Education. Final Report.

Miranda (L.) and Associates, Bethesda, Md.

SPONS. AGENCY- Federal Interagency Committee on Education, Washington, D.C.
REPORT NO.- LM&A-R-77-05-50
PUB DATE- 16 Sep 77
CONTRACT- 300-76-0434
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Agency Role; Educational Needs; Federal Government; *Federal Programs; Hispanic Americans; *Mexican Americans; *Postsecondary Education; *Public Policy; *Puerto Ricans

Federal efforts to meet higher educational needs of Chicanos and Puerto Ricans are analyzed in this report. As part of a study conducted by L. Miranda and Associates, 15 Federal agencies were surveyed to determine their programs and their financial commitment to Hispanic postsecondary education, and the participation of Hispanics in each agency's programs. The report evaluates the problems that confront Hispanic students in higher education. It finds that there is a lack of policy guidelines at the Federal level on higher education for Hispanics and, further, that higher education programs for this group are widely scattered. In addition, the lack of government funds to support Chicano and Puerto Rican education, the lack of a means for keeping track of Hispanic students' progress in higher education, and underrepresentation of Chicanos in higher education are noted. Report recommendations include: (1) simple and concise management reporting for agency personnel responsible for higher education programs; (2) collection of data reflecting ethnic groups and subgroups of students in postsecondary education programs; (3) a survey of Hispanic subgroups; (4) annual evaluation of program impact on the Hispanic population; (5) on-site monitoring of educational programs; (6) centralization of Federal programs to coordinate educational activities; (7) sensitizing of educational administrators to Hispanic culture; (8) appropriating more funds for higher education; and (9) providing incentives such as scholarships, grants, and educational subsidies to Hispanic students for professional and college education. (Author/AOS)

ED 228 317 TM 830 243

Soares, Louise M.; Soares, Anthony T.
Components of Students' Self-Related Cognitions.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Cognitive Ability; *Cognitive Processes; Elementary Secondary Education; Factor Structure; Global Approach; Modeling (Psychology); Personality Theories; *Self Concept; *Self Concept Measures; Sex Differences; Significant Others; *Test Validity
IDENTIFIERS- *Affective Perception Inventory (Soares and Soares); Multitrait Multimethod Techniques; *Nomographs

In both within-network and between-network analyses of the self, research results have indicated internal consistency, construct and discriminant validity in terms of multitrait-multimethod techniques, with discriminating weights for gender and age. Factor analyses have yielded a variety of clusters, including most often a self concept of ability. When analyzing student self concept, the factors most often yielded are academic self, school self, and a humanistic self. Additional study into components of the self--with the focus on "process"--the self as construct would seem to operate upon internal representations. Accordingly, the evidence so far accumulated suggests not a general self concept influencing all behavior of individuals and not a temporal, hierarchical model with the flow downward from the top (general self) in terms of causal agents or historical antecedents with a general self developing in time before role-specific selves. The paradigm seems to have a taxonomic thrust with differentiating self-perceptions--varying in breadth and depth--with interpersonal and intrapersonal dynamics, suggesting further an interfacing of cognitive and behavioral dimensions. (Author)

ED 228 318 TM 830 244

Sternberg, Robert J.

Components of Individual Differences in Human Intelligence. Final Report.

Yale Univ., New Haven, Conn. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Feb 83
CONTRACT- N0001478C0025
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Ability; *Cognitive Processes; Deduction; Epistemology; *Individual Differences; Induction; *Intelligence; Performance; Psychometrics; Theories
IDENTIFIERS- Causal Inferences; *Component Theory; *Metatheory

This final report reviews the main theoretical and empirical developments concerning components of individual differences in human intelligence. The report is divided into three main sections. The first briefly reviews alternative approaches to understanding the nature of intelligence. The second provides the proposed componential metatheory, a view of human intelligence whereby intelligence is understood in terms of the functioning of various kinds of information-processing components, and in terms of the interactions among and automatization of these components. The basis of the componential view is the functioning of the metacomponents, or executive processes, which directly activate and receive feedback from other kinds of components; in particular, components of performance, acquisition, retrieval, and transfer. The third and main section describes various aspects of the componential theory and tests of this theory. This last section covers inductive and deductive reasoning. (Author/PN)

ED 228 332 TM 830 278

McKinley, Robert L.; Reckase, Mark D.

The Use of IRT Analysis on Dichotomous Data from Multidimensional Tests.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 83
GRANT- N00014-81-K0814
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Data Analysis; Difficulty Level; *Goodness of Fit; Higher Education; *Latent Trait Theory; *Mathematical Models; Simulation; Statistics; Test Items; *Tests
IDENTIFIERS- American College Testing Program; Item Parameters; *Multidimensional Approach; Test Analysis; Three Parameter Model; *Two Parameter Model

Real test data of unknown structure were analyzed using both a unidimensional and a multidimensional latent trait model in an attempt to determine the underlying components of the test. The models used were the three-parameter logistic model and a multidimensional extension of the two-parameter logistic model. The basic design for the analysis of the data was to start with the unidimensional model, evaluate the fit of the model to the data, then increase the dimensionality of the model and perform the same analyses. The dimensionality of the model was to be increased until deviations from fit were acceptably small. Once acceptable fit was obtained, the item parameter estimates were to be analyzed to determine the structure of the ability components required by the test. The results of the analyses indicated that a two-dimensional solution yielded no better fit than a unidimensional solution, although the test data were selected to be multidimensional. From the results of the analyses it was concluded that the data had a difficulty factor that was sufficiently great as to dominate the other, intended factors. (Author)

ED 228 347 UD 022 702

State of Black Cincinnati.

Urban League of Greater Cincinnati, OH.

PUB DATE- Sep 80
AVAILABLE FROM- Urban League of Greater Cincinnati, 2400 Reading Road, Cincinnati, OH 45202 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Black Attitudes; *Black Community; *Community Attitudes; *Community Characteristics; Community Organizations; Community Services; Economic Development; Economic Opportunities; Elementary Secondary Education; Employment Opportunities; Medical Services; Racial Relations; *Surveys; *Urban Population
IDENTIFIERS- *Ohio (Cincinnati)

The results of a survey conducted in the black community of Cincinnati, Ohio, are presented in this report. The survey sought to determine the perceptions, views, and attitudes of the city's black citizens regarding key social and economic issues. The report presents findings in the following areas: (1) education, including issues of accountability, citizen involvement, school finance, school closings, and desegregation; (2) community organization and community relations, with discussion on the issues of community councils and neighborhood government, police/community relations, housing, and displacement; (3) health and community services, including discussion on personal health concerns, public hospitals and community clinics, stress and mental health, welfare, social security, youth, and the elderly; and (4) economic development and employment, with a focus on umemployment, income differences between blacks and whites, equal employment programs, and CETA. Also provided is information on the survey methodology and sampling process. Appended to the report are statistical data on neighborhood demographic change since 1960, and age, occupational, educational, and income profiles of black Cincinnatians. (GC)

ED 228 333 TM 830 279

Holzmiller, Robert J.; And Others
Utilizing Regression Methodology to Investigate the Effects of Volunteer Aides on Student Achievement.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Achievement Gains; Adults; Elementary Education; Prediction; Questionnaires; Reading Achievement; Regression (Statistics); Standardized Tests; *Teacher Aides; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- California Achievement Tests; Short Form Test of Academic Aptitude; Teacher Opinion Questionnaire (Holzmiller)

The purpose of this study was to (1) ascertain the perceptions of teachers using volunteer aides and (2) to investigate the effect of the use of volunteer aides on student achievement when comparing anticipated achievement with actual academic achievement. The population included elementary school teachers and 169 student from 2 elementary schools in Arizona's Sahuarita Unified School District No. 30. Teachers were given an opinion questionnaire constructed to indicete teacher effectiveness as a result of using volunteer aides. The mean scores of teacher responses were graphically illustrated on a profile chart. Classrooms of students were selected, one from each grade level, 2 to 5, and were administered the Short Form Test of Academic Aptitude and the California Achievement Test. From the data collected, linear regressions utilizing residuals were graphically constructed for each class of students in the control and experimental groups. Significant levels of student achievement were noted based on analysis of variance of potential vs. performance. Aptitude, sex, and ethnic background did not significantly affect the outcome of any findings. Volunteer aides did enhance teacher effectiveness and increased student achievement in the areas of reading and grammar on all grade levels irrespective of aptitude, sex, and ethnicity. (Author/PN)

ED 228 348 UD 022 703

Reynolds, William Bradford
Remarks before the 1983 Mid-Winter Meeting of the American Bar Association Equal Employment Law Committee.
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 4 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affirmative Action; *Civil Rights; *Court Litigation; *Equal Opportunities (Jobs); *Federal Government; Government Role; *Law Enforcement; Racial Discrimination
IDENTIFIERS- *Civil Rights Act 1964 Title VII; Reagan Administration

In this speech, the Assistant Attorney General of the Federal Civil Rights Division outlines Title VII enforcement activities in order to support the assertion that the Reagan administration is sincerely committed to equal employment opportunity. The major points emphasized are that the administration believes race to be an impermissible basis on which to allocate either rewards or penalties, and that the government continues to pursue cases where either discriminatory intent or effects can be proven. Litigation reviewed includes the Griggs v. Duke Power Company case, the Boston Firefighters and Police case, and the New Orleans Police case. The speech concludes with the reassertion that preferential treatment due to race or sex goes against equal opportunity, and that the Reagan administration's stand against affirmative action is based upon that premise. (GC)

ED 228 349 UD 022 704

Zafirau, S. James
A Study of Discrepant Reading Achievement of Minority and White Students in a Desegregating School District: Additional Findings.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Gains; Black Students; Comparative Analysis; Desegregation Effects; Elementary Education; Institutional Characteristics; *Minority Groups; *Predictor Variables; *Reading Achievement; *Student Characteristics; Student Experience; *Whites
IDENTIFIERS- Cleveland Public Schools OH

This report presents supplementary findings for research on reading achievement differences among minority and white students in a desegregating school district, Cleveland, Ohio. The report focuses on elementary school students, and the findings parallel those of a previous report on secondary school students. Information presented includes: (1) comparisons of reading achievement, suspension rates, corporal punishment rates, and nonpromotion ratios among black and white students in schools with high versus schools with low minority-white reading achievement discrepancies; (2) comparisons of students' pretest to posttest achievement gain scores in schools with low minority-white gain score discrepancies; (3) a model that identifies predictors of reading comprehension achievement and suggests that the school's social process factors are more causally related to the academic growth of minorities than of whites; (4) the finding that poverty status is significantly correlated with student achievement; and (5) comparisons of background characteristics and experiences (using data from 1968 to 1981) of students with high scores versus those with low scores on a 1981 standardized reading test. The report suggests that high academic achievement in the upper grades is a predictable outcome of both developmental factors and effective classroom methods. Tables of data are included. (Author/MJL)

ED 228 364 UD 022 733

Parsons, Margaret A.
Teachers' Racial and Educational Attitudes Coincident with Metropolitan School Desegregation.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age; Blacks; *Educational Attitudes; Elementary Secondary Education; Place of Residence; *Racial Attitudes; Racial Differences; *School Desegregation; Sex Differences; *Teacher Attitudes; Whites
IDENTIFIERS- Delaware (New Castle County)

For 4 years, from 1978 to 1979, questionnaires were sent to elementary and secondary school teachers in New Castle County, Delaware, to determine their teachers' attitudes concerning race, school desegregation, school quality, and educational practices before and after school desegregation. Differences in attitudes by teachers' age, sex, race, and racial composition of neighborhood of residence were also examined. The research found that: (1) in 1978 and 1979, racial attitudes were positive and attitudes toward desegregation were neutral; (2) in 1980 and 1981, teachers demonstrated the most positive attitudes toward the importance of education and school quality and the least positive attitudes toward desegregation; (3) attitudes concerning race and desegregation tended to be more positive among blacks, older teachers, and those who lived in integrated neighborhoods, and least positive among whites; (4) females were more likely to use minority teaching materials; and (5) males tended to have more favorable attitudes toward the availability of workshops on multicultural teaching. (Author/MJL)

ED 228 334 TM 830 280

Bugbee, Alan C., Jr.
Criteria for the Selection of Covariates in Nonrandomized Designs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Analysis of Covariance; Bias; Evaluation Criteria; Hypothesis Testing; *Quasiexperimental Design; *Reliability; *Research Methodology
IDENTIFIERS- Causal Influences; *Covariation; *Nonrandomized Design

This paper discusses four criteria for selecting covariates when utilizing the analysis of covariance in quasiexperimental research: completeness, causation, independence, and fallibility. Completeness is the extent to which the known or suspected sources of bias are accounted for by covariates used in an experiment. Causation is the requirement that covariates used in nonrandom research designs are causally related to the dependent variable of a study. Independence is the requirement that there is no treatment/covariate interaction. Fallibility refers to the reliability of the covariate measure. Ways of determining to what degree these criteria are met are suggested. (Author)

UD

ED 228 319 TM 830 245

Suddick, David E.; Vaccaro, John B.
Development of a Literate Skills Testing Program for Older Adult Re-entry Undergraduate Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Basic Skills; *College Students; Higher Education; Literacy; *Mathematics Skills; Minimum Competencies; *Program Development; *Reentry Students; *Testing Programs; Transfer Students; *Writing Skills
IDENTIFIERS- Descriptive Tests of Mathematics Skills; Test of Standard Written English

In 1981, the Faculty Senate, at an upper division midwestern university, initiated the consideration of a literate skills testing program to address variance in academic level of the entering undergraduate student. The policy stipulated that all undergraduate students admitted to a degree program must demonstrate competency in writing and computation before they are permitted to register for more than a cumulative total of 20 credit hours. A program using available national examinations to validate the literate skills of entering business students was modified to include the entire undergraduate population. Students not meeting the minimum competencies in the first trimester of enrollment are required to pass equivalent courses. Two areas are tested: writing and mathematics. The Test of Standard Written English (TSWE) is used, with the national median of the TSWE serving as the competency criterion. Elementary Algebra and Intermediate Algebra of the Descriptive Test of Mathematics Skills (DTMS) are also used. In addition to the TSWE and DTMS, students not meeting the university standards may undergo additional psychometric evaluations on a voluntary basis using the Arithmetic Skills Tests of the DTMS and Reading Comprehension, Usage and Sentence Structure Tests of the Descriptive Tests of Language Skills. (Author/PN)

ED 228 320 TM 830 246

Pecheone, Raymond L.; Nearine, Robert J.
An Exploratory Examination of Sustaining Program Effects Using Multiple Outcome Measures.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Attribution Theory; *Compensatory Education; Educational Policy; Elementary Education; Miscue Analysis; Pretests Posttests; *Program Effectiveness; *Remedial Reading; *School Districts; *State Departments of Education; Validated Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Intensive Reading Instructional Team; Metropolitan Achievement Tests; Stanford Diagnostic Reading Test

This study examines the long term effects of a compensatory reading project, the Intensive Reading Instructional Team (IRIT), which has been validated both by the Education Department's Joint Dissemination and Review Panel and the Connecticut State Department of Education. A second purpose is to demonstrate to both the hosting district and to other Connecticut school districts that a sustaining effects study could effectively impact on local policy making. This demonstration provides practical examples of how a Title I project could comply with long term study requirements and produce useful information for local policy makers as well. Finally, this study serves as an example of the type of partnership which can be established between a school district and state researchers. The following measures were used in the multiple assessment strategies: (1) Metropolitan Achievement Test, (2) Stanford Diagnostic Reading Test, (3) Miscue Analysis, (4) two attribution measures of pupil's perceptions of their confidence and competence in reading, and (5) attendance data. Although the sustaining effects study is not completed, several policy-based activities have begun, including the use of the IRIT sustaining effects model as a base for generating other long-term program data. (Author/PN)

ED 228 335 UD 022 600

A Handbook for Teaching Vietnamese-Speaking Students.

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89755-012-9
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, California State Univ., Los Angeles, 5151 State University Drive, Los Angeles, CA 90032 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Bilingual Education; *Cultural Background; Curriculum Development; Educational Background; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Patterns; Limited English Speaking; Literacy; Parent Attitudes; Reading Instruction; Teaching Methods; *Vietnamese; *Vietnamese People; Writing Instruction
IDENTIFIERS- California; Vietnam

This handbook describes the background, characteristics, and education and language needs of Vietnamese-speaking students in the United States. The handbook was designed to increase understanding of the Vietnamese language and culture among bilingual education specialists and other school personnel, especially in the California public schools. Section 1 describes patterns of Vietnamese immigration and settlement in the United States, particularly in California; the nature and quality of the immigrants' education in Vietnam; and their attitudes toward education in Vietnam. Section 2 discusses literacy programs in Vietnam, Vietnamese attitudes toward literacy, and patterns of English and Vietnamese usage among the Vietnamese in California. Section 3 analyzes the linguistic characteristics of and cultural influences on the Vietnamese language, and their implications for English instruction for Vietnamese in California. Section 4 discusses instructional and curricular strategies for Vietnamese students with limited English-speaking ability. Appendices include lists of references, educational and community resources, enrollment data on Vietnamese-speaking students in California school districts, and a Vietnamese linguistic table. (Author/MJL)

ED 228 350 UD 022 705

Title I Programs in Georgia, 1981-1982.
Georgia State Dept. of Education, Atlanta. Div. of Compensatory Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; Delinquency; Disabilities; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Institutionalized Persons; *Mathematics Achievement; Parent Participation; *Program Effectiveness; *Reading Achievement; Special Education; Summer Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Georgia

A summary of 1981-82 Title I funded educational projects carried out in the State of Georgia is provided in this annual report. Data in the report are based on a reporting sample of one-third of the State's participating school districts, and lead to the following information. (1) More than 57,000 Georgia school children participated in regular school year Title I reading and mathematics programs and 3,000 students participated in summer programs. (2) Nearly 90 percent of the teachers, instructional aides, curriculum specialists, and other support personnel involved in the programs received inservice training. (3) Parent Advisory Councils participated in project planning, implementation, and evaluation and served as volunteers in the schools. (4) The Title I Migrant Education program identified and enrolled over 8,000 students, providing them with general tutoring, reading, and mathematics instruction. (5) The majority of migrant students met or exceeded program objectives. (6) Similarly, the majority of the 4,107 handicapped students enrolled in Title I special education programs met or exceeded the objectives set for them. (7) Finally, most of the 1,921 neglected or delinquent students participating in Title I activities at State agency schools met or exceeded program objectives. (Author/GC)

ED 228 365 UD 022 734

Holliday, Frances
Towards a Perspective of Cultural-Educational Continuity.
Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
School Capacity for Problem Solving Group.
PUB DATE- 76
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTIONS- African Culture; *Black Culture; *Black Education;
Blacks; *Black Stereotypes; *Cultural Awareness; *Cultural
Education; Disadvantaged Youth; Elementary Secondary Education;
Racial Identification; Technical Assistance
IDENTIFIERS- *Documentation and Technical Assistance Project;
Illinois (Chicago)

This paper discusses the provision of quality education for black children in urban public schools. The author argues (1) that urban public schools have failed to provide quality education to black children because education is not conceived in cultural context; (2) that remedial educational programs for minority children have been based on theories of cultural deprivation which imply inferiority of blacks compared to whites; and (3) that these assumptions do not lend themselves to the development of solid educational programs. Theories of black culture that build on African heritage, and efforts to use this to overcome the imposition of the dominant group on the minority culture in Chicago schools, are also reviewed in the paper. The author proposes more black input in the educational system; the politicization of black children to the concept of black socio-political/historical struggle; and the instilling of positive racial identity in black children in order to foster racial pride, self-sufficiency, analytical thinking, and commitment to their people. (Author/AOS)

ED 228 366 UD 022 735

King, Yvonne
Towards a Handbook for Technical Assisters on Information Utilization. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- May 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Educational Practices; Educational Research; Elementary Secondary Education; *Human Resources; *Information Dissemination; Information Sources; *Information Utilization; *Technical Assistance; *Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project

This preliminary handbook, part of the Chicago Documentation and Technical Assistance Project, has been developed to inform technical assisters about information sources and information utilization procedures that might be useful in their efforts to link educational research with practice. The document is divided into two main sections. Section one describes the various sources of available information, including project staff members and bodies of research, to which Chicago Technical Assistance Region members may have access. A major part of such information consists of case studies from the nine participating technical assistance project sites. The second section provides for effectively using the various bodies of information, including these case studies. Appended to the paper are sample data collection and documentation forms. (GC)

ED 228 351 UD 022 707

Castro, Mary Garcia
'Mary' and 'Eve's' Social Reproduction in the 'Big Apple'; Colombian Voices. Occasional Paper No. 35.
New York Univ., NY. Faculty of Arts and Science.
SPONS. AGENCY- Tinker Foundation, New York, N.Y.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cultural Influences; *Economic Factors; *Employment Experience; Employment Level; Family Relationship; *Females; Hispanic Americans; Illegal Immigrants; *Immigrants; Migration; Sex Role; Social Attitudes; *Social Experience; Social Isolation; Social Life; Wages
IDENTIFIERS- *Colombians

This paper presents research on the immigration, employment, familial, and social experiences of Colombian women in New York City. The data discussed are derived from both a literature review and extensive interviews with Colombian women residing in the city during recent years. It is hypothesized that Colombian women's perceptions of their actual conditions, as well as their consciousness and social awareness, are mediated and limited by their past experiences in Colombia. It is further argued tht differences in income between the two countries, the greater restriction of the husband to the family sphere in the United States, and less direct family repression of women's behavior (so long as they are single or separated) contribute to these women's positive evaluation of migration. Anecdotal as well as statistical data are given on marital status, income, legal immigrant status, and employment level, among the population studied. Appended to the paper are the texts of interviews with several women. (GC)

ED 228 336 UD 022 629

Proceedings: National Conference On Issues Facing Black Administrators at Predominantly White Colleges and Universities (1st, Cambridge, MA, June 1982).

Massachusetts Inst. of Tech., Cambridge.

PUB DATE- Jun 82
AVAILABLE FROM- Clarence G. Williams, Association of Black Administrators, 10-211, Office of the President, Massachusetts Institute of Technology, Cambridge, MA 02139 ($30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Administrator Role; *Administrators; *Black Leadership; *Blacks; College Administration; Educational Finance; *Higher Education; Occupational Mobility; Racial Relations; Stress Variables; Universities

In 1982, the first national conference was held to address the issues facing black administrators in predominantly white postsecondary institutions. This volume contains the conference's keynote addresses as well as the nearly 50 individual papers presented. The papers are divided into the following topical areas: (1) economic retrenchment, Federal cutbacks, and their impact on programs affecting black people; (2) the difficulties experienced by black administrators who must meet simultaneous and often conflicting demands from blacks and whites at their institutions; (3) black mobility in higher education; and (4) organizational contributions to stress among black administrators at white institutions. Appended are the conference schedule, rosters of the National Advisory Committee to the Massachusetts Institute of Technology (MIT) Association of Black Administrators and of the MIT conference planning committee, and a list of the more than 600 conference participants. (GC)

ED 228 352 UD 022 708

Degener, David, Ed.
Improving School Improvement: New Study Shows That Most Schools Improve Under SIP. Research and Educational Practice in the Far West.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
CONTRACT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Educational Improvement; Elementary Secondary Education; *Improvement Programs; Parent Participation; *Program Effectiveness; Program Evaluation; *Program Implementation; School Community Relationship; *School Effectiveness; Staff Development
IDENTIFIERS- *School Improvement Program CA

The School Improvement Program (SIP) is a project which involves over half of California's public elementary and secondary schools and which emphasizes cooperative planning by schools and communities to improve education. The improvement planning process in each school is undertaken by a School Site Council (SCC), composed of the principal, and teacher/staff and parent representatives. In 1980, an independent research group was contracted to conduct a 2-year policy evaluation of SIP. Among the areas covered by the evaluation were: (1) how schools viewed SIP; (2) the district role, school governance styles, parent involvement, and change strategies in SIP implementation; (3) patterns of SIP integration into other school activities; (4) student, organizational, and community outcomes of the program; (5) factors that influenced outcomes; and (6) specific relationships between program orientation, implementation and staff development, and educational improvement. The findings suggested that SIP best leads to school improvement when it is implemented as the State envisions. In addition, background factors (such as setting, district size, and school and district socioeconomic characteristics) can inhibit school improvement through SIP. Finally, organizational climate, school leadership, and school needs may hamper SIP implementation, but can be manipulated over time to make the program work. (MJL)

ED 228 367 UD 022 736

Crushon, Ilena J.
Peer Tutoring: A Strategy for Building on Cultural Strengths. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Jul 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Black Culture; Black Education; *Black Students; *Cross Age Teaching; Elementary Education; *Peer Teaching; *Teaching Methods; Tutoring
IDENTIFIERS- *Documentation and Technical Assistance Project

The institution of peer tutoring among black school children is the subject of this paper. The author acknowledges that while peer tutoring is not a new concept, the idea is resurging, especially among educators, because of: (1) the failure of the educational system to adequately prepare a large portion of urban youth educationally; (2) a preference for differentiated staffing which calls for the role of the teacher to range from dispenser to coordinator of knowledge; (3) more emphasis on individualized instruction; (4) concern over the high degree of competitiveness among students; and (5) the inadequacy of traditionally designed curricula and methodology to meet the needs of non-traditional students. A review of relevant literature on peer and cross-age tutorial programs within American society in general and among black females in particular, as well as an evaluation of a peer tutoring program in a black, inner city elementary school in Chicago, is included in this paper. It is suggested that peer tutoring helps to strengthen traditional black values and culture, as reflected in the positive attitudes among program participants. (AOS)

ED 228 055 SE 040 931

Sunderland, Luther D.
How Theories on Origins Can Be Taught in Public Schools without Controversy.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Biology; *Controversial Issues (Course Content); *Creationism; Elementary School Science; Elementary Secondary Education; *Evolution; *Paleontology; Religious Factors; Science Education; *Science Instruction; *Secondary School Science

The two general concepts of how living organisms originated are defined: namely, common ancestry evolution and the abrupt appearance of completed organisms on earth. The fossil record is examined from the deepest first fossil-bearing rocks to the top of the geologic column. Evidence obtained from fossil museums is presented so students can determine for themselves which theory is more consistent with the facts of science. (Author)

ED 228 086 SE 041 283

National Environmental Data Referral Service (NEDRES) User Survey. Final Report.
MAXIMA Corp., Silver Spring, Md.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
PUB DATE- 3 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Databases; *Information Needs; *Information Networks; *Information Services; National Surveys; *Physical Environment; Program Development; *Referral; User Satisfaction (Information); Use Studies
IDENTIFIERS- *National Environmental Data Referral Service

A survey was conducted to assess environmental data users' interest in a referral system such as the National Environmental Data Referral Service (NEDRES) and to gauge user willingness to participate in a proposed NEDRES network and to comply with a system of NEDRES user fees. Twenty-one organizations were identified and 3,200 individuals were randomly selected for the survey. Valid responses from 794 individuals (25.2 percent) were returned. The survey addressed four areas of concern: Is there a need for NEDRES services? What is the ideal system configuration? What should the data base contain? How willing are potential users to participate in and pay for the service? Findings indicate that NEDRES would be useful, a computer searchable file of environmental data sources would be the most useful of proposed NEDRES services, and that on-line searching was the preferred method of accessing NEDRES. Additional findings indicate that NEDRES should include descriptions of the measured environmental parameters of each file listed, almost half of the respondents expressing a willingness to provide indexes of their data holdings to NEDRES, acceptability of training-related costs, and that nearly 30 percent were willing to pay for NEDRES services, although most preferred a "pay-as-you-go" system. (JN)

ED 228 071 SE 041 268

Mayer, Victor J.; Monk, John S.

Handbook for Using the Intensive Time-Series Design.

Ohio State Univ., Columbus.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SED-8016589
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Academic Achievement; Computer Oriented Programs; *Data Analysis; *Data Collection; Earth Science; Educational Research; *Elementary Secondary Education; Higher Education; *Item Analysis; Item Banks; Research Design; *Research Methodology; Science Education; Student Attitudes; Test Items
IDENTIFIERS- National Science Foundation; *Science Education Research; Time Series Analysis; *Time Series Design

Work on the development of the intensive time-series design was initiated because of the dissatisfaction with existing research designs. This dissatisfaction resulted from the paucity of data obtained from designs such as the pre-post and randomized posttest-only designs. All have the common characteristic of yielding data from only one or two points in time. In addition, true experimental designs require random selection of subjects from a population and random assignment of subjects between control and experimental groups. Since such conditions seldom materialize in school situations, a design in which the same group could perform functions of both experimental and control groups would be advantageous for school-based research. The time-series design, with its potential adaptation of baseline, intervention, and followup states, has such potential. Areas addressed in this handbook include background/rationale for the time-series design, instrument development (developing item pools, generating daily instruments, constructing multiple item instruments), administration and collection of data, and analysis procedures. Example items, sample coding sheet, and Rasch item calibration heuristic are provided in appendices. (JN)

ED 228 056 SE 040 933

Sunderland, Luther D.
Darwin's Enigma: The Fossil Record.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Biology; *Controversial Issues (Course Content); *Creationism; *Evolution; Interviews; *Paleontology; Science Education; Secondary Education; *Secondary School Science

In December of 1978 the New York State Board of Regents ordered the New York State Education Department to conduct a detailed study of the way in which the subject of origins should be treated in a revised version of the Regents Biology Syllabus. The author was invited to supply scientific information to the Bureau of Science Education, which was conducting the study. During 1979, interviews were conducted with experts in five museums containing some of the largest fossil collections in the world. These experts were: Colin Patterson (Paleontologist, British Museum of Natural History); Niles Eldridge (Invertebrate Paleontologist, American Museum of Natural History); David Raup (Curator of Geology, Field Museum of Natural History); Donald D. Fisher (State Paleontologist, New York State Education Department); and David Pilbeam (Curator of Peabody Museum of Natural History). During the interviews, the paleontologists were questioned about the nature of the fossil record from the Pre-Cambrian to recent time. All of these scientists believe that all living and fossil organisms were derived from a common ancestor in an unbroken evolutionary lineage. None of them believes in the creation theory that functionally complete original organisms were created and placed upon the earth by an intelligence or power external to the universe. (JN)

ED 228 087 SE 041 284

Descriptive Analysis of Selected Data Referral Networks.
MAXIMA Corp., Silver Spring, Md.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
PUB DATE- 25 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Databases; Information Needs; *Information Networks; *Information Services; *Organization; *Physical Environment; Program Development; *Referral; Use Studies
IDENTIFIERS- *National Environmental Data Referral Service

The National Environmental Data Referral Service (NEDRES) is being developed in response to a national need to improve the awareness of and access to a broad range of environmental data files. Two studies were conducted in support of this effort: a survey of prospective users confirming the need for and willingness to pay fees for the service and a review of the organizational characteristics of five existing information service networks. This report builds on the two previous studies in the direction of the evaluation of organizational features and the generation of configurational options that might be most suitable for the NEDRES network. Included is a review of some selected theoretical concepts from economics and some models of organizational arrangements prominent in the information service area. The analysis of reference systems and evaluation of optimal configurations were structured by attending to nine functional areas: structure/governance procedures; communication patterns/methods; legal agreements; policies for financial support; user charges and cost recovery; operating procedures; publicity and user education/training; performance measures; and benefits of network participation. The analysis resulted in recommendation of a hybrid arrangement between centralized and decentralized approaches. Salient features of this hybrid arrangement are discussed. (JN)

ED 228 072 SE 041 269

Teich, Albert H., Ed.; Weinberg, Jill P., Ed.
Impact and Challenge R&D in the FY 1983 Budget. Colloquium Proceedings (Washington, D.C. June 23-24, 1982).
American Association for the Advancement of Science, Washington, D.C. Committee on Science and Public Policy.
REPORT NO.- AAAS-82-R-1
PUB DATE- Sep 82
AVAILABLE FROM- American Association for the Advancement of Science, 1515 Massachusetts Avenue, NW, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Budgets; College Science; Development; Engineering; *Federal Aid; Federal Legislation; *Federal Programs; Government Role; Higher Education; *Industry; *Policy; Program Descriptions; Research; Research and Development Centers; School Business Relationship; Science Education; Scientific Enterprise; *Scientific Research; *Technology
IDENTIFIERS- *Research and Development

Provided are papers and speeches presented at the Seventh Annual American Association for the Advancement of Science (AAAS) Colloquium on Research and Development (R&D) Policy. Presenters included key representatives of Congress, the Reagan administration, government agencies, and those involved in industry and university R&D. Major areas addressed during the colloquium included: (1) Federal R&D: budgets, policies, outlooks; (2) changing climate for industrial R&D; (3) agency perspectives on R&D in the FY 1983 budget (including reports from the Department of Defense, Department of Energy, National Aeronautics and Space Administration, National Institutes of Health, and the National Science Foundation); and (4) R&D in the FY 1983 Budget: Impacts on Institutions. Addresses given by Margaret M. Heckler (U.S. House of Representatives), Paul E. Tsongas (U.S. Senate), and Harrison Schmitt (U.S. Senate) are also included. Biographical statements on presenters and a complete list of colloquium participants are provided in appendices. (JN)

ED 228 057 SE 040 934

Stephens, W. M.; And Others

Topic Interviews Accompanying Classroom Observational Study of the Teaching of DMP, 1979-81. Report from the Program on Student Diversity and Classroom Processes. Program Report 83-9.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Addition; Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; *Interviews; Mathematics Curriculum; *Mathematics Instruction; Subtraction; Teacher Attitudes; Teacher Response; *Teaching Methods
IDENTIFIERS- *Developing Mathematical Processes; *Mathematics Education Research; Wisconsin Center for Education Research

In connection with the formative evaluation of the Developing Mathematical Processes (DMP) curriculum, interviews were conducted with teachers in grades 1-3 at the beginning of the school year and after concluding each of the 10 topics on addition and subtraction. The topics had been especially prepared for a classroom observational study. The topic interviews were conducted while the study was in progress, and were intended to ascertain the degree of importance teachers gave to a particular topic, as well as to impart information about how they planned instruction and about their classroom strategies. This report presents the responses of each teacher to each question, typed from the tape-recorded interviews. (MNS)

ED 228 088 SE 041 285

Options for the Development of a Voluntary Network of Participants in the National Environmental Data Referral Service. Final Report.
MAXIMA Corp., Silver Spring, Md.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
PUB DATE- Dec 82
CONTRACT- NA81DA-C00010
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Databases; Information Needs; *Information Networks; *Information Services; Organization; Participation; *Physical Environment; *Program Development; *Referral; User Satisfaction (Information); Use Studies
IDENTIFIERS- *National Environmental Data Referral Service

Building on the findings of a survey of potential users and a descriptive review of five existing information networks, the present study represents an attempt to characterize several options for a voluntary confederation of participants in operating the National Environmental Data Referral Services (NEDRES) being developed by the Assessment and Information Services Center of the National Oceanic and Atmospheric Administration. Concepts from economic theory and general models of information service network configurations were used to help define and evaluate the major trade-off factors. Findings resulting from the examination of the five reference systems are reported, including a suggestion that the National Water Data Exchange can and should be emulated by NEDRES, although serving a more diversified clientele. These and other propositions were used to compare decentralized and centralized options. A hybrid arrangement was found to be favorable and cost effective, permitting users with intermittent needs and limited capabilities to get support from local service outlets, while users with more consistent and intensive needs could be encouraged to mobilize their capabilities toward a more independent and more economical mode of finding and accessing environmental data stores of value to them. (JN)

ED 228 073 SE 041 270

Kitcher, Philip
Abusing Science. The Case against Creationism.
REPORT NO.- ISBN-0-262-11085-7
PUB DATE- 82
AVAILABLE FROM- M.I.T. Press, Massachusetts Inst. of Technology, Cambridge, MA 02142 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - General (140) Books (010)
DESCRIPTIONS- *Biology; *Creationism; Elementary Secondary Education; *Evolution; Geology; Physical Sciences; *Religious Factors; *Religious Organizations; *Science Education

Presented in this book is the case against creationist pseudo-science. One theme emphasized throughout the book, written for those with or without science backgrounds, is that although the creationist campaign is an assault on evolutionary theory, it constitutes an attack on all sciences. Chapter 1 provides a brief introduction to evolutionary theory. Chapters 2-4 constitute a defense of evolutionary theory against creationist objections. Global objections are addressed and discussed in chapter 2. Chapter 3 considers more specific creationist complaints about the methods of evolutionary biology. These are based on misunderstandings of scientific methodology or evolutionary theory, or both. Chapter 4 considers the "scientific facts" that are supposed to refute evolution. Chapter 5 offers a critical evaluation of creation "science," examining creationist doctrine and whether the doctrine can be used to solve scientific problems. In this context, the significance of recent debates within evolutionary theory and creationist proposals for revising the geologic time table are discussed. Chapter 6 focuses on educational questions, including what genuine intellectual tolerance is required of individuals and tactics creationists use in exploiting tolerance. Chapter 7 examines the charge that evolutionary theory is intolerable because it is inimical to religion and morality. (JN)

ED 228 058 SE 040 935

Matthews, Westina
Influences on the Learning and Participation of Minorities in Mathematics. A Report from the Postdoctoral Fellowship Program. Program Report 83-5.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Educational Research; Elementary Secondary Education; Literature Reviews; *Mathematics Education; *Mathematics Instruction; *Minority Group Influences; *Minority Groups
IDENTIFIERS- *Mathematics Education Research

A review of 24 representative studies conducted on minorities and mathematics between 1975 and 1982 is presented. A number of variables, categorized by parent, school, and student, are identified as having an influence on minority students' learning of and participation in mathematics. Trends and patterns identified in race-related differences in mathematics performance and mathematics enrollment are discussed. Questions are raised to guide future research, and several prevention and intervention strategies are suggested. (MNS)

ED 228 089 SE 041 286

Contemporary Issues in Science. Writing Manual.

Staten Island Continuum of Education, NY.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- SED-8113600
AVAILABLE FROM- Staten Island Continuum of Education, 130 Stuyvesant Place, Staten Island, NY 10301 ($5.95 ea., 10 or more 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Citations (References); *Documentation; Environmental Education; Information Sources; Library Skills; Science Education; Secondary Education; *Secondary School Science; Social Problems; *Technical Writing; Writing (Composition); *Writing Exercises; *Writing Skills
IDENTIFIERS- National Science Foundation; Science and Society

This writing manual, designed for use in the Contemporary Issues in Science Program (CIIS), provides hints, recommendations, and techniques for writing papers, using reference works. Procedures and activities are presented to help students choose a topic, limit the topic, start a preliminary bibliography, locate references, gather notes, and use footnotes to document sources. Additional activities and information are provided related to writing style, revision and proofreading, and paper format. (JN)

ED 228 059 SE 040 936

Daniel, Mark

Relationship of Aptitudes to Performance in High School Mathematics. Technical Report 1982-2.

Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Academic Aptitude; Correlation; Educational Research; *Grades (Scholastic); Intelligence; *Mathematics Achievement; Mathematics Instruction; *Prediction; *Secondary School Mathematics; Testing; Vocabulary
IDENTIFIERS- *Mathematics Education Research

A battery of aptitude and vocabulary tests was administered to 477 students from two high schools. Test scores were correlated with grades in three mathematics courses (algebra, geometry, and algebra II/trigonometry) and scores on the PSAT and SAT. It was found that course grades are most strongly related to analytical reasoning, English vocabulary, and several tests of short-term memory. Scores on the mathematics sections of the PSAT and SAT are predicted by the same aptitudes, plus structural visualization. The verbal sections of the PSAT and SAT are largely predicted by vocabulary, but analytical reasoning, ideaphoria and silograms (verbal short-term memory) also contribute to prediction. (Author)

ED 228 074   SE 041 271

Dowdeswell, W. H.
Teaching and Learning Biology.
REPORT NO.- ISBN-0-435-59261-0
PUB DATE- 81
AVAILABLE FROM- Heinemann Educational Books Ltd., 22 Bedford Square, London WC1B 3HH.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- *Biology; *College Science; Course Objectives; Curriculum Design; Ecology; Evaluation Methods; Higher Education; Laboratory Safety; *Science Curriculum; Science Education; Science Equipment; *Science Instruction; Secondary Education; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Great Britain; Science and Society

Provided in this book is a critical review of modern biology curricula and teaching methods with particular reference to the advance of knowledge and changes in society. The book consists of an introduction (discussing biology as a subject, attitudes to learning, and values in biology teaching), 12 chapters, and 4 appendices. Teaching/learning methods are discussed in chapter 1. Chapters 2-5 focus on topics related to secondary school biology. Topics address various aspects of curriculum/instruction for the early years (ages 11-13), middle years (ages 14-16), and for the sixth form level of study, including curriculum design, course aims and objectives, teaching methods, and resources/equipment. College level biology, ecological studies, quantitative aspects of biology, education for personal relationships, assessment and evaluation methods, laboratory design and safety, and relationships between biology and the technological society are the areas addressed in chapters 6-12 respectively. Appendices include lists of apparatus and equipment for biology teaching needed in the middle years, an experiment for a sixth form biology laboratory, outline of a first-year university ecology course based on simulation, and a list of books useful for a biology preparation room library. (JN)

ED 228 090 SE 041 287

Contemporary Issues in Science. Course Manual.
Staten Island Continuum of Education, NY.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- SED-8113600
AVAILABLE FROM- Staten Island Continuum of Education, 130 Stuyvesant Place, Staten Island, NY 10301 ($15.95 ea., 10 or more 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; Content Area Reading; Critical Thinking; Environmental Education; *Information Sources; *Library Skills; *Reading Skills; Science Education; Secondary Education; *Secondary School Science; Skill Development; *Social Problems; Technical Writing; Writing (Composition); Writing Exercises; *Writing Skills
IDENTIFIERS- National Science Foundation; *Science and Society

This manual is designed to provide practical assistance to teachers in Contemporary Issues in Science programs. The manual, divided into five sections, includes activities designed to help students develop skills in reading, writing, speaking, listening, research, and critical thinking. Provided in section 1 (source selection) is a teaching unit covering the various qualities of research. It includes methods in evaluating sources and a lesson plan coordinated with a sample student worksheet. Sample articles from a variety of sources are given. Additional articles may be selected for student analysis/discussion by using the criteria for source evaluation provided. Section 2 begins with a diagnostic test. Based on test results, lessons can be selected to assist students in becoming more efficient in their library research. Various practical activities are included. Section 3 provides a variety of suggestions, activities, and lessons to help students improve their writing skills. Section 4 provides case studies (with questions for discussion) involving difficult, real situations which can and have evolved through our advancing technological society. Section 5 offers guidelines for helping students understand the complex interrelationship between science, society, and impact of the media. Objectives, instructional strategies, and suggested questions are provided for each topic in this section. (JN)

ED 228 075 SE 041 272

Finegold, M.; And Others
A Canadian Case Study of Science Education.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Curriculum Development; Curriculum Evaluation; *Curriculum Research; Elementary School Science; Elementary Secondary Education; Foreign Countries; Policy; Research Methodology; *Science Curriculum; *Science Education; *Science Instruction; Secondary School Science; *Teacher Attitudes
IDENTIFIERS- *Canada; Science Education Research

Canadian participation in the Second International Science Study (SISS) has both international and national aims. The international aims are identical with those of SISS and call for a description of science education policy and practice, student achievement testing, and the analysis of students' and teachers' attitudes to science and science teaching. The national aims relate to the diversity of science education in the ten provinces and two territories, each of which constitutes an independent educational authority. This part of the study will compare science curriculum policies with science curriculum practices, will examine the relationship of policy to practice, and will investigate relationships between the mandated and the achieved curriculum. The focus on the policy/practice interface leads to the study of a number of issues, in particular to a study of the nature of policy and of curriculum as presented in official documents, and to a study of teachers' perceptions of the curriculum. (Author)

ED 228 060   SE 040 937

Ward, Barbara
Achievement in Mathematics and Science. Issuegram 6.
Education Commission of the States, Denver, Colo.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; *Academic Standards; Educational Research; *Educational Trends; Elementary Secondary Education; Mathematics Achievement; *Mathematics Education; Newsletters; Problem Solving; *Science Education; Testing
IDENTIFIERS- *Mathematics Education Research; National Assessment of Educational Progress; *Science Education Research

This brief report highlights findings from the two assessments in mathematics and three assessments in science conducted by the National Assessment of Educational Progress between 1969 and 1978. In mathematics, average scores declined during the mid-1970s, especially on problem solving. In science, students generally declined in knowledge, skills, and understanding, especially in physical science. These and other results cited have been interpreted as not boding well for the future eminence of the United States in science and mathematics. Key influences were noted, including the emphasis on back-to-basics and the tendency to short-change problem-solving skills; the emphasis on testing of skills, with attention focused on those easily tested; the shortage of qualified teachers; lowered levels of support; and the relaxation of college entrance requirements. Necessary steps to be taken are listed, and a brief list of references is included. (MNS)

ED 228 061 SE 040 938

Axelsson, Rune

Evaluation of Courses of Study at Upper Secondary School (UTGY).
Newletter School Research.

Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
REPORT NO.- ISSN-0345-5343
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTIONS- Course Content; Curriculum Evaluation; Educational Assessment; *Educational Practices; Educational Research; *Education Work Relationship; Foreign Countries; *Grades (Scholastic); Grading; Graduate Surveys; Outcomes of Education; Secondary Education; *Secondary School Curriculum; *Student Attitudes; *Student Development; Vocational Followup
IDENTIFIERS- *Sweden

As of the autumn term 1971, continuation school, gymnasium, and vocational school were superseded by an integrated upper secondary school. This was divided into five 3- or 4-year and four 2-year theoretical lines, thirteen 2-year vocational lines, and a large number of specialized courses. The purpose of this evaluation was to observe students' activities after leaving school and their situation in the community and working life. Evaluation was designed to furnish documentation on which to base deliberations concerning a revision of the upper secondary school objectives and other factors related to school organization. The evaluation was also aimed at highlighting students' opinions concerning content of subjects and groups of subjects, and the way in which teaching was organized. Questionnaires were mailed in March 1978 to a sample of approximately 100,000 graduates. In addition, interviews were conducted with 10 students each from the eight theoretical lines. Results are reported under headings related to: line take, social background, regional identify, sex; grades; post-secondary activities; student opinions of educational/occupational value of upper secondary schooling; and young persons' attitude to the value of upper secondary schooling as a factor of personal development. (JN)

ED 228 076   SE 041 273

Hearings on Mathematics and Science Education. Part 1: Joint Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session (September 28-30, 1982).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Sep 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Academic Achievement; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Engineering Education; *Federal Legislation; Hearings; Higher Education; *Mathematics Education; Mathematics Instruction; Program Improvement; *Science Education; Science Instruction; Science Programs; *Teacher Education; Teacher Improvement; Teacher Shortage; Technology

IDENTIFIERS- Congress 97th

Provided are transcripts of testimony presented at hearings on the status of mathematics/science education in the United States and testimony related to six bills to upgrade science/mathematics education, increase the supply of teachers, provide teacher training, and encourage training of students in high technology skills. These bills are H.R. 5742, 6656, 6674, 6775, 6950, and 7135. Testimony includes statements from representatives of government and industry, as well as science and mathematics educators concerned with the current crisis in science, mathematics, and technical education. Testimony focuses on all aspects of science/mathematics curriculum, instruction, teacher preparation and shortages, and other areas of concern. Prepared statements, letters, and supplemental material used during the hearings are provided in appendices. (JN)

ED 228 091 SE 041 288

Contemporary Issues in Science. Implementation Manual.
Staten Island Continuum of Education, NY.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- SED-8113600
AVAILABLE FROM- Staten Island Continuum of Education, 130 Stuyvesant Place, Staten Island, NY 10301 ($15.95 ea., 10 or more 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Business Education; Career Education; Contraception; Dna; *Environmental Education; Genetic Engineering; Interdisciplinary Approach; *Program Descriptions; Program Implementation; Science Education; *Science Instruction; *Science Programs; Secondary Education; *Secondary School Science; *Social Problems; Tissue Donors; Wastes; Water Pollution
IDENTIFIERS- Acid Rain; National Science Foundation; *Science and Society

Contemporary Issues in Science Program (CIIS) is designed to provide teachers and students with the necessary tools and strategies for bringing contemporary scientific issues into the classroom. Provided in this document are discussions of the three major elements in the program, support elements, and major activities. Major elements include the research paper and class discussions, lectures, and forum. Support elements include the advisory group, resource center, paper reviews, and community involvement. Strategies and examples related to each element are provided. In addition, suggestions related to use of the program in business education/industrial arts, career education/internships, and in interdisciplinary studies are provided. An overview, background information, questions, references, teacher notes, and vocabulary are provided for each of 11 issues presented in an appendix. Issues include acid rain, radioactive wastes, hazardous wastes, Love Canal, aquifers, cloning, recombinant DNA, organ transplants, laetrile, genetic counseling, and birth control. Provided in a second appendix are selected resources, including organizations, periodicals, audiovisual materials, and speaker directories. (JN)

ED 228 101 SO 013 951

Burns, Robin
Development Education as a Key to the Understanding of Social Processes and Problems.
PUB DATE- Nov 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Definitions; *Developed Nations; *Developing Nations; Development; Educational Development; Educational Objectives; *Educational Principles; Futures (of Society); Global Approach; Modernization; Nontraditional Education; School Role; Social Change; *World Problems
IDENTIFIERS- *Development Education

Development education, a new and changing concept, reflects emerging thinking about the processes of developing nations as well as about education. In contrast to international, global, or multicultural education, development education is concerned with broad analysis of international and national political and economic processes which impede development. The need to educate people about world problems results from the widespread questioning about the future of the world. There must be a will to solve global problems, especially on the part of peoples who have greater power and command of resources. Development education, then, is an approach based on an active, participatory concept of the individual's role in society and social change. The content of development education involves the examination of processes, both historically and currently, which affect the development of the individual, the group, society, and the world. It is also concerned with the way in which individuals learn about development and has been initiated in a supra-national, informal organizational context. The content, the structure and methods, and the teacher as both individual and educator are vital to strengthening the relationship between the educational system and particular socioeconomic, political, and epistemological systems. (KC)

ED 228 102 SO 013 953

Burns, Robin
Legitimating Frameworks for Social Knowledge in Schools in Australia and Sweden.
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Comparative Education; Course Content; Decision Making; Educational Administration; *Educational Change; Educational Development; Educational Practices; Educational Research; Models; Socialization; Teaching Methods
IDENTIFIERS- *Australia; *Sweden

A conceptual framework for the study of education is proposed and then used in case studies which examine education and educational change in Australia and Sweden. There are three main aspects to the study of education and educational change: (1) the social-structural framework, which includes both the structure of society as a whole and of the education system itself; (2) the process of the delivery of education, which includes decision making and the pedagogical method; and (3) the content, which constitutes the knowledge generated, selected, and transmitted within the formal institution of education. Sweden and Australia have two contrasting socio-political, cultural, and educational systems. The case studies show that a strong, centralized government, with well-developed institutions, research capacities, and a unifying philosophy (as in Sweden), exercises a tight control on the generation, dissemination, and legitimation of knowledge, whereas greater flexibility exists in all three when a society and a government's institutions and values are more heterogeneous (as in Australia). (RM)

ED 228 103 SO 014 128

Educational Research and Training in Asia and the Pacific. Report of a Regional Seminar (October 22-November 5, 1981).

National Inst. for Educational Research, Tokyo (Japan).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

SPONS. AGENCY- Japanese National Commission for UNESCO, Tokyo.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Comparative Education; *Educational Research; *Educational Researchers; Elementary Secondary Education; Foreign Countries; Guidelines; Higher Education; Professional Development; Research Problems; Research Utilization; *Training
IDENTIFIERS- *Asia; *Pacific Region

Practical guidelines are provided for the development of training programs for educational research workers. There are five chapters. Background, objectives, and organization of the seminar are discussed in the first chapter. The second chapter examines common directions, trends, and problems in the educational research of the Asian and Pacific countries. In the third chapter provisions for training educational researchers are examined, such as existing structures, needs, inadequacies, and directions for change. Guidelines for training educational researchers are provided in the fourth chapter. The concluding chapter contains suggestions and recommendations. A list of seminar participants is provided. (RM)

ED 228 104 SO 014 180

Friedlander, Jonathan
The Middle East: The Image and the Reality.
California Univ., Los Angeles. Graduate School of Education; California Univ., Los Angeles. Gustave E. Von Grunebaum Center for Near Eastern Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Collected Works - General (020)
DESCRIPTIONS- Cultural Awareness; *Curriculum Development; Educational Needs; Elementary Secondary Education; Evaluation Criteria; Guidelines; Mass Media Effects; Media Selection; Middle Eastern History; *Middle Eastern Studies; Multicultural Education; Political Socialization; Relevance (Education); Resource Materials; *Social Studies; Teaching Experience; Teaching Methods; Textbooks; Units of Study

Ten authors offer a large array of theoretical and practical ideas for developing a viable Middle Eastern K-12 curriculum. A major purpose of the 10 articles is to help teachers in the United States become aware of problems confronting them in teaching about the Middle East. In the first article, the author discusses some problems--for example, the image of the Middle East as presented by the media. The need for greater international awareness for multicultural education is discussed in the second article. The next two articles provide outlines of topics and objectives for units on the Middle East for grades K-9 and 10-12 and cite resource materials to use in the units. Then, in the fifth and sixth articles, the successes and failures often experienced in teaching Middle Eastern studies to secondary students and textbooks and teachers as conveyors of knowledge and agents of socialization are discussed. Articles 7 and 8 present selection criteria and methods of using audiovisual resources and an annotated listing of filmstrips. In the concluding article, the author discusses how to make Middle Eastern studies relevant by actively involving students in techniques such as role play. The appendix contains teaching guidelines for units and lists of recommended materials. (RM)

ED 228 105 SO 014 197

Sharrad, Paul, Ed.
Cultural Reflections. Papers from the Project Contact Literature in Cross-National Perspective.
Hawaii Univ., Honolulu. East-West Center.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- Cross Cultural Studies; *Cultural Awareness; *Culture Contact; Developed Nations; Developing Nations; Drama; Females; Films; Korean Culture; Literary Criticism; *Literature; *Non Western Civilization; Novels; Poetry; Sex Role; Social Change; *Social Environment; *Western Civilization
IDENTIFIERS- Asia

Ten papers discuss the relationship between cultural awareness and literature, with specific references to cultural resonances between East and West and between developed and developing nations. The papers represent seminar presentations of the Contact Literature Project in Honolulu in 1981. Contact literature refers to the study of literary expressions (e.g., novels, poetry, films) of the encounter between people of different cultural traditions. Subjects cover a wide range of cultures such as India, Sri Lanka, Malaysia, Indonesia, Tibet, Korea, and Vietnam. Specific topics include the role of women in modern Korean drama, the problems of how literature is related to a society and what kind of truth it reveals, the modernization of the poetic tradition in Sinhalese poetry, sociocultural aspects of two South Indian novels, U.S. films on the international scene, and some literary responses to America and Vietnam. (KC)

ED 228 106 SO 014 344

Englund, Tomas; Svingby, Gunilla

Scientification of Teaching - A Concept to Be Questioned.

Goteborg Univ., Molndal (Sweden). Dept. of Education.
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Comparative Education; *Curriculum Development; Educational Needs; Educational Practices; *Educational Research; *Educational Theories; Elementary Secondary Education; Foreign Countries; Instruction; Political Issues; *Scientific Attitudes; Social Studies
IDENTIFIERS- *Sweden

Curriculum theory, curriculum development in Swedish schools, the need to reconceptualize curriculum theory, and the scientific approach to education are discussed. Section 1 of the paper describes 3 theories: traditionalism accepts the curriculum as it is; conceptual empiricism is primarily concerned with academic disciplines (student learning is secondary); and reconceptualization perceives curriculum and curriculum research as politically emancipatory. Section 2 outlines curricular concerns in Sweden from 1978-1980, with an emphasis on a 1979 proposal which stated that subject goals should express the general aims of the school system; teaching content should be better related to students' situations, knowledge, and experiences; and central concepts must be defined. The third major section discusses the need for reconceptualization of curriculum theory, using social studies as an example. The point is that "scientification" of subject matter can be one-sided, that guidelines must disengage from narrow science concepts, and that content of school subjects must be directed by curricularists who are responsible to politicians. The final section brings into question the "scientification" of teaching, curriculum, and education in general and concludes that the content of schooling is not a scientific issue but a political one. (KC)

ED 228 092 SE 041 289

Throm, Elaine G.

The Pragmatism of Problem Solving in the Mathematical School Curriculum.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Cognitive Processes; Educational Research; Elementary Secondary Education; Guidelines; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Reference Materials; Teaching Methods
IDENTIFIERS- Mathematics Education Research

References on problem solving are categorized and annotated in this document. The philosophy of problem solving, especially its meaning and its implications for the mathematics curriculum, are examined in references included in the first section. In the second section, references on different strategies and techniques of problem solving that teachers can follow are presented. Recommendations are divided by time period (pre-1960, 1960s, 1970s, 1980s). The third section lists references on a variety of applications of problem solving in the typical classroom, with sections for elementary, junior high, and high school teachers. Finally, a summary draws together some of the ideas in the various references, and conclusions and recommendations are briefly stated. A bibliography and additional sources are listed, and appendices contain a flow chart of a problem-solving approach and a conceptual map of problem solving. (MNS)

ED 228 107 SO 014 461

Glenn, Norval D.; Taylor, Patricia Ann
Economic Attainment through Marriage and Personal Achievement: A Comparison of White Men and Women in the United States.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Educational Attainment; *Family Income; Females; *Income; Males; *Marriage; *Sex Differences; Social Science Research; Socioeconomic Status; *Spouses; Whites

Total family income is attributed either to marriage and to personal achievement (earnings) for both spouses, also taking account of the educational attainment of each. Data were taken from the 1973-1977 General Social Surveys conducted by the National Opinion Research Center. The research consisted of yearly interviews with approximately 1500 respondents. This study is limited to married white persons ages 25-54. The amount of the respondent's personal income was related to total family income. The difference between personal income and total family income was then attributed to the marriage. Each increment of education above 0-8 years was associated with a greater increment in median family income for women than for men. A large porportion of the men's family income came from personal achievement while a large proportion of the women's family income came from marriage. The typical payoff of a year of education to women through marriage was substantially greater than the payoff to men through personal achievement. This finding suggests that education increased young women's marital desirability. Changing attitudes toward reliance on marriage for economic attainment among female birth cohorts now entering adulthood will decrease differences found in this study. (KC)

ED 228 062 SE 040 939

Fisher, Darrell L.; Fraser, Barry J.
Use of Classroom Environment Scale in Investigating Effects of Psychosocial Milieu on Science Students' Outcomes.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Attitude Measures; *Classroom Environment; Foreign Countries; Grade 8; Grade 9; Junior High Schools; Outcomes of Education; *Secondary School Science; *Student Attitudes; Test Reliability; *Test Validity
IDENTIFIERS- *Australia (Tasmania); *Classroom Environment Scale (Trickett and Moos); Science Education Research

Relationships between student affective and cognitive learning outcomes and their perceptions of classroom environment as measured by the Classroom Environment Scale (CES) were investigated for a sample of 1,083 students in 116 science classrooms. It was found that CES scales displayed satisfactory internal consistency and discriminant validity, and that each CES scale differentiated significantly between the perceptions of students in different classrooms. Six different statistical analyses (simple correlation, multiple correlation, and canonical correlation analysis conducted separately for raw posttest scores and residual posttest scores adjusted for corresponding pretest and general ability) were used to investigate environment-outcome relationships. The results of these different analyses taken together confirmed the existence of sizable and statistically significant associations between student learning outcomes and their classroom environment perceptions as measured by the CES. In particular, greater levels of classroom Order and Organizations were linked with greater student achievement of several outcomes. (Author)

ED 228 077 SE 041 274

Williams, Iolo Wyn
Third World Science: Development Education through Science Teaching.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cultural Awareness; Curriculum Development; *Developing Nations; Elementary School Science; Elementary Secondary Education; *Enrichment Activities; Interdisciplinary Approach; Program Descriptions; Program Development; Science Activities; *Science Curriculum; Science Education; *Secondary School Science; *Units of Study
IDENTIFIERS- Great Britain

Third World Science (TWS) materials were developed to add a multicultural element to the existing science curriculum of 11-16-year-old students. TWS attempts to develop an appreciation of the: (1) boundless fascination of the natural world; (2) knowledge, skills, and expertise possessed by ordinary men and women everywhere; (3) application of knowledge, skills, and expertise to the solution of practical problems; (4) impact of modern technology; (5) importance of language in the interpretation and communication of knowledge and ideas; and (6) the influence of the cultural background in the perception of knowledge, problems, and solutions. Provided are discussions of the project's background, development, content and teaching methods, aims and objectives, future development, and availability. Units/topics produced as of July 1982 (or in advanced preparation) include: carrying loads on heads; cement; charcoal; clay pots; dental care; diet and nutrition; food preservation; fuels; housing; iron smelting; methane digestors; natural dyes; natural fibers; plants and medicines; salt; soap; and vegetable oils. The use of the salt unit in a London (England) school with a significant proportion of immigrant students is briefly described. (JN)

ED 228 093 SE 041 290

Canipe, Stephen Lee
School Retrofit Design Analysis System. A Microcomputer Model for School Energy Use.
Duke Power Company, Educational Services Dept., Charlotte, NC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Building Design; Climate Control; *Computer Oriented Programs; *Computer Programs; Design Requirements; *Educational Facilities Improvement; Elementary Secondary Education; Energy; *Energy Conservation; Federal Legislation; Heating; Microcomputers; *School Buildings
IDENTIFIERS- Energy Education; North Carolina; *School Retrofit Design Analysis System

The School Retrofit Design Analysis System (SRDAS) developed in this study provides a non-technical method for the school administrator to use in evaluating alternative energy saving retrofit and new construction design possibilities. By providing a high degree of flexibility, SRDAS is applicable to a wide range of school building and retrofit situations. SRDAS is a microcomputer model utilizing the Apple II microcomputer and "basic" language programming, which allows the school administrator to develop feasibility studies on various energy conservation scenarios. The ability to perform calculations needed for the administrator's credibility in discussions of possible energy plans is enhanced by using SRDAS. The ability to challenge energy vendor claims and to deal knowledgeably with engineers and architects is a feature the analysis system provides to the school manager. Several surveys and interviews are described which delineate the necessary features of an analysis system. The legal aspects, including statutes, regulations, and executive orders affecting school energy consumption and saving are described. A sample run is made using the SRDAS and the effects on the analysis of each of the subprograms are described. A complete listing of the various subprograms making up the SRDAS is provided along with the flow diagrams showing the program logic. (Autnor/JN)

ED 228 078 SE 041 275

Brown, Lester R.
Population Policies for a New Economic Era. Worldwatch Paper 53.
Worldwatch Inst., Washington, D.C.
SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.

REPORT NO.- ISBN-0-916468-52-6
PUB DATE- Mar 83
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agricultural Production; Developing Nations; *Economic Change; *Economic Development; *Energy; Environmental Education; Foreign Countries; Fuel Consumption; *Fuels; Heating; *Policy; Population Education; *Population Growth; Population Trends
IDENTIFIERS- Alternative Energy Sources

After a generation of unprecedented economic growth, the world economy appears to be losing momentum. Double-digit inflation, high interest rates, and soaring deficits are often cited as causes of the global economic slowdown, but these are more symptom than cause. More fundamental is the depletion of the global resource base that allowed the economy to triple during the century's quarter. This depletion of renewable and nonrenewable resources is undermining the long-term potential for rapid, sustained economic growth. Oil played a central role in the century's third-quarter economic boom. In addition to making overall growth easy, cheap oil revolutionized agriculture by spawning spectacular gains in food output. However, growth in oil production and other basic economic activities has declined because of rising oil prices, deteriorating biological systems, or both. As the world population moves toward 5 billion, humanity is moving into uncharted territory. The relationship between population size and the sustainable yield of the earth's biological resource systems is uncertain. With the progressive depletion of readily accessible oil and gas reserves and the widespread deterioration of the economy's biological support systems, economic growth has slowed markedly. These economic trends call for dramatic shifts in population policy to avoid declines in consumption levels. (JN)

Caillot, Michel; Chalouhi, Elias
Problem Solving in Electricity.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; *College Science; Diagrams; *Electric Circuits; *Electricity; Higher Education; High Schools; Pictorial Stimuli; *Problem Solving; Science Education; Science Instruction; *Secondary School Science; *Visual Learning
IDENTIFIERS- Science Education Research

Two studies were conducted to describe how students perform direct current (D-C) circuit problems. It was hypothesized that problem solving in the electricity domain depends largely on good visual processing of the circuit diagram and that this processing depends on the ability to recognize when two or more electrical components are in series or in parallel, even if the drawings diverge from the canonical ones such as those which are largely taught. The first study examined how college students (N=10) recognized a given circuit among different circuit drawings. Results indicate that these students were able to recognize circuits in series or in parallel only if they have canonical shapes, such as those taught in class or drawn in textbooks. Tenth-grade students (N=22) participated in the second study which demonstrated how the current conservation law at a junction point is applied to a D-C circuit. These students solved the same problem by different procedures which depended directly on how their knowledge was memorized, indicating that current conservation is associated with a specific circuit similar to a canonical one, formulated as a mathematical relation without physical content, or formulated as a law applied to a junction point. Implications for science instruction are discussed. (JN)

ED 228 108   SO 014 463

Canan, Penelope; Hennessy, Michael
Community Values as the Context for Interpreting Social Impacts.
Hawaii Univ., Honolulu.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Change; *Community Involvement; Decision Making; Futures (of Society); Policy Formation; *Power Technology; Quality of Life; Research Methodology; *Social Change; Social Science Research; *Social Values
IDENTIFIERS- Hawaii (Molokai); *Social Impact Assessment

A social impact assessment which focused on a Hawaiian community's evaluation of social change and development is reported. The research occurred on the island of Moloka'i, which depends largely on imports for its energy sources, although it has a number of natural sources (biomass, wind, solar, and water power). Specifically, the study identified values of the community so that alternative energy options could be related to the residents' preferred way of life. The Galileo methodology, which translates differences in values to physical distances on computer-generated maps, was used to compare value structures of 219 residents with those of decision makers (the governor, state legislators, heads of major economic interests, and county officials). Of the 15 value concepts appearing on the questionnaire, the principal values separating residents and decision makers are "slow pace" and "Hawaiian culture" (crucial for residents) and "education and jobs" (emphasized by decision makers). Generally, residents endorsed electricity self-sufficiency as long as the values they embraced were not endangered. These results give indications of the scale, timing, and types of energy development that residents will find most acceptable. Used with other data, these cross-community differences can provide the context for dialogue among social groups concerning perspectives on possible futures. (KC)

ED 228 094 SE 041 291

Eaton, Janet F.; And Others

Students' Misconceptions Interfere with Learning: Case Studies of Fifth-Grade Students. Research Series No. 128.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Comprehension; *Concept Formation; *Elementary School Science; Grade 5; Intermediate Grades; Learning; *Light; Science Education; *Science Instruction; Scientific Concepts; Teaching Methods; *Vision
IDENTIFIERS- *Misconceptions; Science Education Research

This study examines the relationship between student misconceptions and learning by focusing on six fifth-grade students as they attempt to make sense of classroom instruction on light and seeing. Pretests, posttests, and classroom observation narratives served as student data. Pretests indicate that students held the misconception that sight is possible because light illuminates things, not understanding the role of reflected light in vision. Posttests indicate that five of the six students still did not understand how light enables seeing by the end of the unit. Although good teachers (two were observed) used a popular text, instruction was not successful in that conceptual change did not occur; most students did not forsake their misconception in favor of the scientific conception. Furthermore, students' belief in the misconception prevented them from fully understanding other topics covered in the unit, such as the functioning of various eye parts. Conceptual change did not occur because the students' misconception was not addressed in either the text or classroom instruction. Instead, students were taught and learned facts about light and facts about seeing. Many of them had difficulty making sense of these facts and seeing how they are connected to each other, as their answers on the posttest show. (Author/JN)

ED 228 109 SO 014 474

Parsons, Jim; And Others
A Case for Qualitative Research in the Social Studies.
Alberta Univ., Edmonton. Faculty of Education.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- Comparative Education; Curriculum Development; Educational Change; *Educational Research; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Political Influences; *Social Studies; Teacher Attitudes; Trend Analysis; Values Education
IDENTIFIERS- Alberta; *Qualitative Research; Quantitative Research

As examples of the qualitative research attitude, six research papers, each of which addresses a serious educational question in a thoughtful and rigorous manner, are presented. The first paper argues for the advancement of a qualitative research attitude in social studies, for such an attitude is consonant with the purposes of a reflective, critical, inquiring social studies curriculum. The second paper addresses the quantitative versus qualitative research issue by studying recent social studies research to determine the directions taken by social studies educators. The purpose of the third paper is to discuss the relationship between models of inservice educational programs and dominant metaphors of educational change within Western society. Political influences which shaped social studies curriculum development in Alberta (Canada) from 1975 to 1978 are discussed in the fourth paper. The fifth paper describes and interprets how a teacher's ideology influences his or her interpretation of a social studies curriculum. The final paper examines six approaches to values education. (RM)

Olson, John K.

Mr. Swift and the Clock: Understanding Teacher Influence in the Science Classroom.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Conventional Instruction; Elementary Secondary Education; Inquiry; Science Education; *Science Instruction; Science Teachers; *Secondary School Science; Teacher Behavior; *Teacher Influence; *Teacher Role; Teaching Methods; *Teaching Styles; *Time Factors (Learning)
IDENTIFIERS- Canada

Presented are views of a Canadian science teacher (Mr. Swift) on the nature of his science teaching and a discussion of a conception of influence which aids in understanding his ideas about time. Mr. Smith uses a provincial government syllabus, ignoring locally developed units and recent textbooks emphasizing student inquiry in favor of syllabus content with its stress on terminology and definition (science as "vocabulary"). With such a syllabus of well-defined subject matter to deal with, Mr. Swift is able to exert his influence on the classroom. He sees teacher-controlled activities as having a definite goal and a definite time to achieve the goal. In addition, the syllabus guidelines regulate time for Mr. Swift; squandering time is what the guidelines help him avoid by showing what material needs to be covered and giving a legitimate reason to stress control of student activity. This emphasis on control of teaching situations (influence) is addressed, considering the relationship between how teachers construe influence and persistence of the syllabus system. How teachers think about influence is illustrated by two approaches to science teaching based on high and low levels of teacher influence. (JN)

ED 228 079   SE 041 276

Leder, Gilah C.
Models that Explain Sex-Related Differences in Mathematics: An Overview.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attitudes; Conference Papers; Educational Research; Educational Theories; Elementary Secondary Education; *Females; History; Mathematicians; *Mathematics Achievement; *Mathematics Anxiety; *Mathematics Education; Mathematics Instruction; Peer Influence; *Sex Differences; Socialization
IDENTIFIERS- *Mathematics Education Research

In this paper, emphasis is placed on examining the issue of sex differences from a historical perspective, within a framework focused on socialization factors, and within a more psychological framework that examines how society's beliefs and expectations are reflected in personal beliefs that may affect functioning. Biographical details about several female mathematicians are discussed first. Then research on parental factors that influence children's performance are reviewed, followed by a summary of school and teacher factors. How peer group values affect mathematics participation and achievement are next discussed. Finally, psychological explanations derived from research are presented. (MNS)

ED 228 065 SE 041 262

Rosenthal, Donald, Ed.
Computers in Chemical Education Newsletter. Volume IV Numbers 1-4.
American Chemical Society, Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Chemistry; *College Science; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Programs; Higher Education; Information Sources; Instructional Materials; *Microcomputers; Newsletters; Programing; Resource Materials; Science Education
IDENTIFIERS- *Computer Uses in Education

Selections from volume 4 (numbers 1-4) of the Task Force on Computers in Chemical Education (TFCCE) Newsletter are presented. Number 1 includes an introduction to and objectives of the newsletter and TFCCE, a report on computer-related activities in the chemistry department at Eastern Michigan University, a list of TFCCE members, a discussion of a newsletter section focusing on reader questions/answers related to hardware/software problems ("Queries") and information on locally developed or commercially purchased software/hardware ("Who Done It?"), and a listing of sources of computer assisted instruction (CAI) materials. Number 2 includes descriptions of CAI program distribution centers, sources of CAI materials, a modular instrumental analysis course, and computer uses at Canterbury School (CT). Number 3 includes a letter describing elements needed in programs, guide to CAI, report on computer use in chemistry at University of Texas (at Austin), data analysis using computers, and listing of secondary sources of literature on microcomputers. Number 4 includes discussions of use of computers in chemical education at University of Michigan and computer graphics, a summary of a conference on computers in education, a book review ("16-Bit Microprocessors"), and a listing of primary sources of literature on microcomputers. In addition, numbers 2-4 contain "Hardware/Software Queries" and "Who Done It?" sections. (JN)

ED 228 095 SE 041 293

Macchiarola, Frank

Strategies for Obtaining Qualified Mathematics and Science Teachers for the Schools.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Improvement; Elementary Secondary Education; *Incentives; *Mathematics Education; *Mathematics Skills; Program Descriptions; School Business Relationship; *Science Education; Science Teachers; Secondary School Teachers; *Teacher Recruitment
IDENTIFIERS- *New York (New York)

A program has been initiated in New York City to ensure that children will learn basic mathematical skills, The Promotional Gates Program ends social promotion (the practice of promoting students regardless of achievement). Students in grades 4-7 who test below grade level in mathematics or reading are placed in special remedial classes until they meet standards; they are then promoted. The program sends a message to students that mastery of mathematical skills is vital to their success in school and in life. It also guarantees they graduate with a basic knowledge of mathematics. However, the program will only make a dent in improving mathematics/science education since students cannot be expected to learn when qualified teachers are not teaching. The lure of lucrative private sector jobs for those talented in mathematics/science has debilitated teaching staffs throughout the country. In New York City, the shortage has resulted in the use of less-qualified teachers. Approaches to the problem fall into two major categories: those involving incentives encouraging qualified people to enter the teaching profession or stay, and those that retain teachers in other subject areas to teach in mathematics or science. In addition, a program to foster school/business relationships has been recently launched. (JN)

ED 228 110 SO 014 476

Liker, Jeffrey K.; Elder, Glen H., Jr.
Economic Hardship and Marital Relations in the 1930's.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Aug 82
GRANT- MH-34172
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Coping; *Economic Change; Family Problems; *Financial Problems; Longitudinal Studies; *Marital Instability; *Personality Traits; Poverty; Social Change; Social Science Research; *Spouses; Stress Variables; Unemployment; United States History
IDENTIFIERS- *Depression (Economic 1929)

Economic loss and hardship during the 1929 Depression produced marital tension resulting from increased conflict over finances and temperamental behavior of husbands and wives. Data on 110 couples were obtained from the Berkeley Study at the Institute of Human Development in California. Annual data were collected from wife, home observer, and child from 1929 to the end of World War II. Husbands were interviewed in 1930 and again in the early 1940s. Differential loss of income during this period formed the focus of this study. Marital tension and temperamental (irritable, emotionally unstable, tense) scales were developed by trained coders who used original qualitative data. Heavy income loss during the 1930s increased financial disputes which substantially raised the level of tension in marriages and which weakened marital relations by increasing temperamental behavior, particularly of men, who, as major breadwinners, became worrisome, unstable, and explosive. Both effects were most pronounced among families with minimal psychological coping resources, initially weak marriages, and unstable men. Couples of higher socio-economic status were more affected by Depression losses than couples in the working class. (KC)

ED 228 111 SO 014 477

Szalay, Lorand B.; And Others
A Colombian-U.S. Communication Lexicon of Images, Meanings, Cultural Frames of Reference.
Institute of Comparative Social and Cultural Studies, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G00-80-02121
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Area Studies; Comparative Analysis; *Cross Cultural Studies; Cultural Awareness; *Cultural Differences; Cultural Traits; Economic Climate; Education; Family (Sociological Unit); Foreign Culture; Friendship; Health; *Intercultural Communication; International Education; International Relations; Religion; Self Concept; Sex; *Social Attitudes; Social Science Research; Social Values
IDENTIFIERS- *Colombia; *United States

Intended to promote mutual understanding and communication between Colombia and the United States, this lexicon shows how the two countries differ in their perceptions and evaluations of dominant themes and issues. The associative group analysis method was used in the study. One hundred American and 100 Colombian undergraduate students were instructed to list 15 important domains of life and then to write as many associative responses as possible to each of the items on their list. The high frequency responses from each group served as the basis for selecting the 120 stimulus themes used in the main data collection phase. The students' spontaneous free associations responses to these themes were then analyzed. Comparative findings, with the use of semantographs and text, are reported for the following areas: international relations and education, family and self, friendship and understanding, community and society, love and sex, religion and morality, health and well-being, education and upbringing, and economy and money. The general findings show that on certain psychocultural variables, such as perceptions, meanings, and value orientations, the intrasocietal/intracultural variations are distinctly smaller than variations between cultures. (RM)

ED 228 096 SE 041 294

Hart, Kathleen, Kerslake, Daphne
Avoidance of Fractions.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Educational Research; Elementary School Mathematics; Elementary Secondary Education; *Error Patterns; *Fractions; *Mathematics Instruction; *Ratios (Mathematics); *Secondary School Mathematics; Testing; Test Items
IDENTIFIERS- England; *Mathematics Education Research
The Concepts in Secondary Mathematics and Science (CSMS) and Strategies and Errors in Secondary Mathematics (SESM) research projects based at Chelsa College, England, have shown the marked reluctance of secondary school students to use fractions when solving mathematical problems, even though they have been taught the topic for a number of years. One of the topics CSMS investigated was ratio and proportion; students appeared to have used the incorrect addition strategy identified by other researchers. SESM probed more deeply into such errors, and the meanings children give to a/b. For the first stage of the project, 23 children were interviewed individually about their reactions to tasks involving fractions. Then teaching modules were developed and evaluated with 59 children aged 13 and 14. Most children avoided using fractions on the pretest: they refused to acknowledge the existence of fractions. After instruction, about one-third of the children still avoided fractions in responding to test questions. Results are given for a variety of items, with the conclusion that the difficulties appeared to be fundamental. (MNS)

ED 228 080 SE 041 277

Pre-Calculus Instructional Guide for Elementary Functions, Analytic Geometry.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Analytic Geometry; *Course Descriptions; Educational Objectives; Functions (Mathematics); Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Problem Solving; Secondary Education; *Secondary School Mathematics; *Teaching Methods; Time Blocks
IDENTIFIERS- *Maryland

This is a guide for use in semester-long courses in Elementary Functions and Analytic Geometry. A list of entry-level skills and a list of approved textbooks is provided. Each of the 18 units consists of: (1) overview, suggestions for teachers, and suggested time; (2) list of objectives; (3) cross-references guide to approved textbooks; (4) sample problems for each objective; and (5) answer key for sample problems. For Elementary Functions, the nine units are: (1) introduction to functions, (2) algebraic functions, (3) exponential and logarithmic functions, (4) circular functions, (5) trigonometric identities, (6) inverse circular functions and trigonometric equations, (7) applications of trigonometric functions, (8) complex numbers, and (9) functions on the natural numbers. For Analytic Geometry, the nine units are: (1) introduction to analytic geometry, (2) points, lines, and planes in space, (3) vectors in a plane, (4) vectors in space, (5) conic sections, (6) matrices, (7) polar coordinates, (8) parametric representation of curves, and (9) surfaces. (MNS)

ED 228 081 SE 041 278

Deudney, Daniel; Flavin, Christopher
Renewable Energy. The Power to Choose.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-393-01710-9
PUB DATE- 83
AVAILABLE FROM- W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110 ($18.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Books (010)
DESCRIPTIONS- Building Design; Energy; Energy Occupations; Environmental Education; Fuel Consumption; *Fuels; Industry; *Power Technology; *Solar Energy; *Technological Advancement; *Wind Energy
IDENTIFIERS- *Alternative Energy Sources; Energy Education; Geothermal Energy; *Renewable Energy Resources

This book, consisting of 13 chapters, charts the progress made in renewable energy in recent years and outlines renewable energy's prospects. Areas addressed include: energy at the crossroads (discussing oil, gas, coal, nuclear power, and the conservation revolution); solar building design; solar collection; sunlight to electricity; wood; energy from crops and waste; energy from water; wind energy; and geothermal energy. Additional areas addressed include renewable energy's potential (discussing rebuilding, industry role, renewable energy for the farm and rural poor, and issues related to transportation and electricity); institutions for the transition to renewable energy (focusing on a new research and development agenda, renewable energy technology--vernacular technology, and seed money for the transition to renewable energy); and shapes of a renewable society (considering new landscapes, renewable jobs, rebalancing city and country, rising regional/local self-reliance, shifting power, and new balances between rich/poor, between nations, and between generations). Notes and selected references are provided for each chapter. Notes on energy units and an index are also provided. (JN)

ED 228 066 SE 041 263

Annual Science and Technology Report to the Congress: 1981.
Office of Science and Technology, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-0504-9, $6.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; *Budgets; Development; Engineering Education; Expenditures; *Federal Aid; *Federal Programs; Financial Support; Government Role; Industry; *Policy; Program Descriptions; Research; Science Education; *Sciences; Scientific Enterprise; *Technology
IDENTIFIERS- *Research and Development

This document is the Reagan Administration's first "Annual Science and Technology Report." Chapter 1 presents overall guidelines of the Administration's national science and technology (S/T) policy. Major decisions and actions taken within those guidelines are described and highlights of the research and development (R&D) components of the President's fiscal year 1983 budget are noted. Chapter 2 discusses nine issues of particular interest to the Administration. The discussions illustrate some of the ways in which the Administration's new national science and technology policy guidelines (highlighted in chapter 1) are being brought to bear on a wide range of national problems. Issues include: science/engineering education; scientific instrumentation obsolescence; role of Federal laboratories; stimulating industrial R&D and innovation; military R&D; space science/technology; nuclear engineering; genetic engineering; and international cooperation in S/T. Federal R&D programs are discussed in chapter 3, focusing on major program thrusts/accomplishments. Programs include national security; space; health; energy; general science/technology; natural resources; environment; transportation; agriculture; education; and international affairs. An analysis summarizing R&D funding across all departments and agencies is provided in the appendix, highlighting R&D policies/trends in the 1983 budget and describing R&D programs of the 13 agencies whose 1983 obligations account for over 99 percent of total Federal funding for R&D. (JN)

ED 228 125 SO 014 557

Mukhopadhyay, Carol Chapnick
What Is an Egalitarian Family: Reflections from a Los Angeles Hospital.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Family (Sociological Unit); Females; *Home Management; *Income; Males; *Role Perception; *Sex Role; *Sex Stereotypes; Social Science Research; *Spouses

The degree to which spouses actually share household tasks and income production is compared to their ideological commitment to sex role equity. Data were obtained from long-term intensive fieldwork with 19 Los Angeles nurses and their 18 families and from the researcher's doctoral dissertation. All data on family performance patterns indicate a highly segregated division of labor, with virtually all tasks the responsibility of a single spouse. Of the 98 tasks categorized, 50 were performed primarily by wives, 39 by husbands, and 9 were shared. Task allocation continues to be determined by traditional role designations, i.e., the wife prepares meals; the husband repairs the car. Deviation from traditional roles occurs only when a wife's job commitment constrains her from carrying out role-designated responsibilities. Thus, the actions of those families who identified themselves as egalitarian do not differ significantly from other families in the study; their self-characterizations only reflect general intentions. Further, wives are reluctant to accept equal responsibility for the provider role, even when their income exceeds that of their spouse. (KC)

ED 228 126 SO 014 558

Ready, Timothy
Learning to Adapt: Influences upon the Learning Behavior of Adolescents in a South Texas City.
PUB DATE- 5 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Adjustment (to Environment); Adolescents; Educational Anthropology; Educational Research; High Schools; High School Students; *Mexican Americans; Poverty; Social Behavior; Socialization; *Socioeconomic Status; Student Attitudes; Student Behavior; *Student Subcultures; *Whites

Both Mexican American and Anglo students in four Corpus Christi (Texas) high schools seek membership in various subcultures according to which one recognizes them as being socially competent and respectable human beings. Data consist of life history interviews, observations, and questionnaire responses from over 600 youth. Mexican American students have more difficulties conforming to the "official" norms of the school and society than Anglos, although they are no less likely to embrace those norms as ideal. Also, Mexican American youth are more likely to be denied the respect and esteem of their peers and their teachers. Faced with the need to adapt to the reality of the school environment, members of both Mexican American and Anglo groups, however, tend to become identified with one of six subcultures: "preppies," college bound children of professionals; "kickers," cowboys with little concern for school; "achievement motivated strivers," working class youth dedicated to upward mobility; "dues payers," working class youth who are serious and respectful, but who do not do well in school; "good timers," who pay little attention to school norms; and Chicanos, who refuse to conform to the norms of middle class Anglo society. (KC)

ED 228 127 SO 014 569

Czarra, Fred
Implementing Global Perspectives into Local School Districts.
SPONS. AGENCY- Global Perspectives in Education, Inc., New York, N.Y.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTIONS- *Curriculum Development; Definitions; Elementary Secondary Education; *Global Approach; Guidelines; *Program Implementation; School Community Relationship; Social Studies; Teacher Education; World Affairs

An outline of procedures is presented for those considering the introduction of global perspectives into the school curriculum. Global education should be defined and criteria established. The curriculum development process then involves identification of objectives, grade levels, and subject areas where global education will be taught, of teachers who will be involved, and of resources to be used. The implementation process that follows includes budgeting of time, money, and personnel, as well as the establishment of a model program and teacher workshops. Two approaches to implementation are suggested: (1) the course of study may replace or act as an option to a world course already used; (2) global education may be infused into existing courses. The success of the program depends upon how well the global education curriculum relates to the established skills being taught in the school system. A bibliography and list of global education organizations are included. (BY)

ED 228 141 SO 014 616

Alger, Chadwick F.; And Others
Citizenship and Education in Modern Society. Proceedings of the Symposium on Citizenship and Education in Modern Society (Columbus, Ohio, April 1980).
Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Proceedings (021)
DESCRIPTIONS- Citizen Participation; *Citizenship; *Citizenship Education; Democracy; Ecology; Educational Objectives; Elementary Secondary Education; Ethnic Groups; Higher Education; Organizational Change; Political Socialization; Public Schools; World Affairs

Eight papers focus on a variety of themes concerning the character of citizenship and the nature of education in modern society. For example, one paper explores the thesis that the traditional basic categories in which the requirements of citizenship have been conceived--ruling and authority, obedience and loyalty--have already broken down and that fresh categories are emerging under the growth of democracy and its equalitarian demands. The argument of another paper is that citizenship education has been dominated by models of rationality which have placed it in opposition to its traditionally proclaimed function of educating students to develop and maintain a viable democratic society. Other papers focus on teaching citizenship for an ecological age; encouraging citizen participation in world affairs; reforming the school environment to help students attain positive and reflective ethnic, national, and global identifications; socializing the young to prosocial conduct in the negative environment existing in the post-industrial society; urging institutions to alter the reward structure so that citizen participation will be increased; and changing the structures of the public schools so that students become better citizens. (RM)

ED 228 142 SO 014 617

Adams, Robert McC., Ed.; And Others
Behavioral and Social Science Research: A National Resource. Part I.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03278-4
PUB DATE- 82
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($9.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- Anthropology; *Behavioral Science Research; Economics; Geography; History; Intellectual Disciplines; Interdisciplinary Approach; Political Science; Psychology; Public Policy; Research Projects; Research Utilization; Social Problems; *Social Science Research; Social Sciences; Sociology; Specialization; Statistics

The value, significance, and social utility of basic research in the behavioral and social sciences are examined. Following an introduction in chapter 1, there are 4 major chapters. Chapter 2 discusses how the research terrain has been divided among the disciplines of psychology, sociology, anthropology, economics, political science, geography, history, and statistics. Also examined are specialization within disciplines, the improvement of data, shifts in conceptual and theoretical foci, and interdisciplinary ferment. Chapter 3 illustrates the progress of the behavioral and social sciences as sciences. One striking feature of advances made is that frequently they have been borrowed from or have contributed to other disciplines. For example, the study of human perception has involved a long-term interaction between psychophysicists describing behavior and sensory physiologists describing the physiological substrate of that behavior. Chapter 4 examines the applications of research findings to public policy formation, social problem solving, and other areas. The concluding chapter sets forth in more general terms the relationship between basic research and its influence and practical application. (RM)

ED 228 143 SO 014 619

Waiser, Joni, Comp.
Women's Studies: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
REPORT NO.- ISBN-0-7717-0081-4
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Biographies; *Females; *Feminism; Foreign Language Books; French; *Literature; *Mass Media; *Psychology; Reference Materials; *Womens Education; Womens Studies
IDENTIFIERS- Canada

Approximately 125 reference materials on women's studies located in the McClennan Library, McGill University (Montreal), are cited in this annotated bibliography. The bibliography serves as an introduction to social science and humanities materials on women. Library of Congress call numbers are included; dates of publication range from the late 19th century to the present. Several publications are written in French. Listings are categorized according to type of material: directories, handbooks, biographies, bibliographies (the major portion), archives, and theses. Subtopics within the categories include women's groups, courses, and regional biographical sources; current, retrospective, international, and regional bibliographies; women and work; women and education; the feminist movement; literature; mass media; and psychology. (KC)

ED 228 158 SO 014 670

Schwartz, Lita Linzer; Isser, Natalie
The Role of Elementary Textbooks in a Multicultural Society.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; Chinese Americans; Cultural Isolation; *Cultural Pluralism; Educational Research; Elementary Education; Ethnic Discrimination; Ethnic Stereotypes; *Ethnocentrism; Immigrants; Japanese Americans; Jews; Minority Groups; Multicultural Education; Social Sciences; *Social Studies; *Textbook Evaluation

Given the assumption that children learn societal values in schools, textbooks and teaching manuals were reviewed to determine their effects on immigrant and minority-group children. The study was limited in three ways: (1) only primary through eighth-grade materials were reviewed; (2) only the immigration period (1880-1920), the post war period (1950-1972), and the current period (1973-1982) were included; and (3) emphasis was given to Chinese, Japanese, and Jews. An unequal number of textbooks and teaching manuals were evaluated for each time period. Reviewers considered which ethnic groups were named, the tone of the citations (negative, positive, stereotyped), and the accuracy of the content. It was found that between 1880 and 1920, the basic school policy was Americanization in which ethnic groups were given little consideration. Few changes took place until the Civil Rights movement of the 1960s when ethnic studies were encouraged, but mainly at the secondary level. Since 1973, teachers and textbook publishers have become more cognizant of ethnically balanced materials. Multicultural education is an accepted practice, but teachers need better education and guidelines. (BY)

ED 228 173 SP 021 961

McEwin, C. Kenneth; Alexander, William M.

The Status of Middle/Junior High School Teacher Education Programs: A Research Report.

Appalachian State Univ., Boone, N.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Needs; *Junior High Schools; *Middle Schools; *Program Development; Schools of Education; Specialization; *Teacher Certification; Teacher Education; *Teacher Education Programs; Teacher Qualifications

Survey responses were received from 538 member institutions of the American Association of Colleges for Teacher Education on their programs for prospective middle school teachers. Results indicated that teacher preparation programs in this area have not kept pace with the growing numbers of teachers needed, and the predominant emphasis in available programs has been at the undergraduate level. While such programs have become more readily available, the amount of increase is small compared with the growth of middle level schools. A trend was apparent in the growth of programs at the master's level, and in some states requiring middle level certification, teachers were able to combine their graduate work with qualifying for the special certification. The survey also obtained data regarding the nature of programs offered at all levels. Categories included: major specialization, "add on" programs (added to elementary or secondary program), and a series of specialized courses. Included in this report on the survey are tables providing information on available middle school programs and their characteristics. A brief analysis is included on issues and implications identified by the survey and possible solutions to problems involved in establishing specialized training at the middle level. A copy of the survey instrument is included. (JD)

ED 228 172 SP 021 960

Doll, William E.; Garzone, Lio
Preparing for the Post-Industrial Society: Oswego's New Direction in Teacher Education.
PUB DATE- 23 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Curriculum Development; Elementary School Teachers; Field Experience Programs; *Foundations of Education; Higher Education; *Methods Courses; Preservice Teacher Education; Social Change; Teacher Education Curriculum; *Teacher Education Programs; *Teaching Experience
IDENTIFIERS- *State University of New York Coll at Oswego

The new elementary education program for prospective teachers at the State University of New York at Oswego focuses on the structure of human learning. The program has three tracks for students to choose from, each consisting of: (1) the foundations semester; (2) the unit; and (3) field experience. In the foundations semester, students work on finding the structure underlying each subject and then on using those structures for curriculum purposes. During the unit semesters, time is spent analyzing already existing curriculum units to see how closely they agree with the structure inherent in the field and in the learner. It is not, however, until the field experience that the theoretic is finally integrated with the practical for the student. Students are in the classrooms from the beginning of their education classes, first observing, then assisting and finally teaching. Another feature which characterizes the program is the fact that there is not only continuity within the program itself but also between the program and the liberal arts education offered by the college. (JM)

ED 228 188 SP 022 011

Hering, William M.; And Others
Research on Teachers' Centers: A Summary of Fourteen Research Efforts.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-78-0047
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Decision Making; *Educational Research; Elementary Secondary Education; Governance; Inservice Teacher Education; Needs Assessment; *Program Design; *Research Projects; *Teacher Centers; Teacher Improvement; Teacher Participation

Fourteen research studies were conducted on exemplary practices in experienced teachers' centers, focusing upon specific interests or concerns of those operating or otherwise supporting the centers. Research was funded through small awards which would allow teacher center practitioners to collaborate with researchers to develop knowledge about practice in teachers' centers. The 14 projects selected for study were in 4 topic areas: (1) effects of participation in the teachers' center programs; (2) teachers' center program activities and emphasis; (3) decision making processes in teachers' centers; and (4) relationship of the centers with other staff development programs, school district activities, or the community. An analysis and summary of the research in these areas is discussed in terms of: (1) characteristics of participants (and non-participants); (2) responses to individual teacher requests for help outside the center; (3) interacting with teachers in the center; (4) assessing teachers' concerns and needs; (5) teachers' center relations with other key persons; and (6) teachers' centers governance. Implications emerging from the reports that speak to practices and principles common to many teachers' centers are discussed. (JD)

ED 228 157 SO 014 669

Allen, Rodney F., Ed.; And Others

Law Education Lessons, Grade 4-8.

Leon County Schools, Tallahassee, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Law Education Program.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citizen Role; *Citizenship Education; *Citizenship Responsibility; Crime; Drug Education; Elementary Education; Junior High Schools; Justice; Juvenile Courts; *Law Enforcement; Learning Activities; *Legal Education; Role Playing; Teacher Developed Materials; Units of Study; *Values Clarification; Vandalism

Teacher developed activities for elementary and junior high school students provide instruction in citizenship, civil governments, law in a free society, and the consequences for disobedience of the law. Part 1 contains 13 activities for lower elementary students. Games, questionnaires, discussions, checklists, and attitude scales reinforce students' awareness of responsibility to others, need for authority, enforcement of rules, the principal as the main school authority, and vandalism. In Part 2, 23 lessons for upper elementary school students focus on classification of common crimes, rules, sense of justice, the effect of crime on a community, knowledge of specific laws, vandalism, drugs, theft, and juvenile justice. Activities include listening to local law enforcement officials, role play about rules and feelings, creative writing about justice, checksheets, discussions of specific laws, and values clarification. Part 3 contains lessons for junior high school students and an "Introduction to Law" short unit. Students examine the relative nature of right and wrong, differing points of view, and differing interpretations of the same laws through value scales, mock trials, and group rules. The short course covers the nature of the law and consequences of crime. The document refers to specific Florida legislation and resources. (KC)

ED 228 171 SP 021 938

Haderlie, Brian M., Ed.
Computer Perspectives in Recreation.
Brigham Young Univ., Provo, Utah.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Athletics; Clearinghouses; *Computer Literacy; *Computers; Delivery Systems; Field Studies; Human Services; Information Dissemination; Office Management; *Parks; *Recreational Activities; *Recreational Facilities; School Business Relationship

This publication describes applications and/or research involved with computer use for professionals in leisure, parks, and recreation. Papers presented are: (1) "Software in the Eighties: Information Exchange and Clearinghouse Applications" (Jeff A. Stuyt); (2) "Microcomputer Applications for the Manager of the Future" (Christine Z. Howe); (3) "Computer Applications in a Therapeutic/Outdoor Recreation Setting" (Alan Ewert); (4) "Introducing the Professional Office System" (International Business Machines); (5) "Taking Computers into the Field or How Long Is Your Extension Cord?" (Thomas S. Catherall); (6) "Computer Consciousness and Leisure Services" (Karla Henderson and M. Deborah Baileschki); (7) "Computerized Instant Scheduling: 'Having Your Cake and Eating It Too'" (Brian M. Haderlie); (8) "RDECIS: A Recreation Management Decision Simulation" (Robert T. Watts); (9) "Computerized Team Sports Scheduling" (Richard Chris Duke); and (10) "Computerized Meet Scheduling Utilizing Three Variables" (Thomas T. Gushiken and Joel B. Worra). (JD)

ED 228 187 SP 022 010

Hering, William M.
An Analysis of the Extent, Method, and Content of Interactions among Participants in an Informal, Interactive Education Network.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Communication Research; Communication Skills; Elementary Secondary Education; Helping Relationship; Inservice Teacher Education; *Interaction; *Network Analysis; Professional Development; Program Evaluation; Program Validation; Research Methodology; *Teacher Centers; Teacher Education
IDENTIFIERS- *Teachers Centers Exchange

Sixteen teaching centers, active in the Teachers' Centers Exchange, were interviewed once a week for 10 weeks to examine to what degree communication occurred between network participants without passing through the filter of the Teachers' Centers Exchange staff. Also investigated was the degree to which individuals interact because they have similiar attributes or concerns. All participants were asked the following questions each week: (1) With whom do you interact? (2) What is their affiliation or where are they located? (3) Who initiated the conversation (the center in the study, or the person with whom the contact was made)? (4) What was the mode of the interaction (by telephone, letter, or face-to-face interaction)? (5) What topic or topics were discussed during the contact? (6) Was this part of a continuing interaction with this person or organization? and (7) Has your center had contact with this person or organization before about any other topics? In this report of the study, data from these questions are presented and analyzed in numerous tables and charts. Two conclusions drawn from the data include: There was a great amount of inter-center contact occurring, and teachers' center practitioners turn most often to their colleagues for advice and assistance. (JM)

ED 228 201 SP 022 042

Feistritzer, C. Emily, Ed.; And Others
The American Teacher.
PUB DATE- 83
AVAILABLE FROM- Feistritzer Publications, 1261 National Press Building, Washington, DC 20045 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- Educational Demand; Educational Supply; *Educational Trends; *Education Majors; Elementary Secondary Education; *Futures (of Society); Higher Education; Teacher Attitudes; *Teacher Characteristics; Teacher Distribution; *Teacher Education; Teacher Qualifications; Teacher Shortage; *Teacher Supply and Demand

Using 5 charts and 32 tables to display related data, this report details the current condition of teaching and teacher education in the United States. The first section, "Current Condition of Teaching in America," reports on who makes up the teaching force in schools today by age, sex, ethnic background, academic preparation, and years of experience. It discusses trends in the number of teachers in the labor force and population trends of school age persons. The workplace is described; students are discussed as well as how teachers feel about their profession and how the American public perceives its educational system. In the second section, supply and demand issues are dealt with in terms of mathematics and science teachers and population enrollment trends. A discussion of factors that will influence the future demand for teachers constitutes section 3. Section 4 describes teacher education, and deals with the caliber of education students compared to students in other majors. Also addressed is what is happening to institutions of higher education. Section 5 draws conclusions and makes recommendations based on the compilation and analysis of the report's data. (JM)

ED 228 202 SP 022 044

Miller, W. Wade
An Evaluation of the Effectiveness of Video-Cassette Modules in Influencing Students' Perceptions of Selected Teacher Characteristics. (A Pilot Study).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Agricultural Education; Higher Education; Learning Modules; *Methods Courses; Preservice Teacher Education; Student Evaluation of Teacher Performance; *Teacher Characteristics; Teaching Styles; *Videotape Cassettes; *Vocational Education Teachers

An evaluation study was made of a project which developed videocassette learning modules featuring outstanding vocational agriculture teachers illustrating their teaching methods. The two-fold purpose of the study was to determine what teaching characteristics were considered most important by students, and whether viewing the videotapes influenced the students' perceptions of selected teaching characteristics. Subjects were 24 agricultural education students divided evenly into experimental and control groups. The Teaching Appraisal Scale (TAS) was administered to the class prior to their division into groups. The TAS is designed to assess a teacher's possession of 20 selected teaching characteristics and their perceived value. The experimental group viewed three videotapes which had been developed for evaluation. The study found that the most highly valued teaching characteristics were: enthusiasm shown by the teacher for teaching; ability to explain clearly; and giving clear and precise directions. There were few measurable changes in ratings by the experimental group after viewing the tapes. Tables present information on pre- and post-test rankings of the selected teacher characteristics, and a comparison of the responses of the two groups. A list of the 20 characteristics on the TAS is included. (JD)

ED 228 203 SP 022 045

Torres, Cresencio; Katz, Judy H.
Neuro-Linguistic Programming: Developing Effective Communication in the Classroom.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Auditory Perception; *Classroom Communication; *Communication Skills; Elementary Secondary Education; Kinesthetic Perception; *Linguistics; Listening Skills; *Neurolinguistics; Receptive Language; *Speech Communication; Student Teacher Relationship; *Teacher Effectiveness; Visual Perception
IDENTIFIERS- *Neurolinguistic Programming

Neuro-Linguistic Programming (NLP) is a method that teachers can use to increase their communication effectiveness by matching their communication patterns with those of their students. The basic premise of NLP is that people operate and make sense of their experience through information received from the world around them. This information is filtered through their sensory systems, producing an internal response which is communicated to others through language. There is a pattern to each person's communication because each has a predominant sense through which he experiences and remembers things. These major input channels are the visual, the auditory, and the kinesthetic senses. People either see (visual) pictures or have images of their experiences, or they hear (auditory) sounds and talk about their experiences, or they experience (kinesthetic) and have feelings about their experiences. By looking at the "predicates" (words made up of verbs, adjectives, and adverbs) students use, teachers can decide which major representational system the student uses to communicate with. The teacher, having done this for himself and the student, can open up lines of communication by speaking in the same mode. NLP is also effective for classroom use because once the teacher has become aware of the predicates used in all patterns he can make an effort to explain in all modes. (JM)

ED 228 216 SP 022 098

Roberds, Jeannette
Moving Out: Integrating Early Field Experiences into Program Structures.
PUB DATE- 31 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Observation Techniques; *Course Content; *Educational Psychology; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Development; Teacher Education Curriculum; *Teaching Experience
IDENTIFIERS- *Miami University OH

Miami University's (Ohio) two-course educational psychology sequence for prospective teachers has been redesigned to incorporate early field experiences. Concerns about the congruence of field tasks with course content, as well as about limiting situational constraints, were addressed by a committee on teacher preparation. Currently, each semester course in educational psychology requires six visits into field classrooms for the purpose of unobtrusive observation only, with no interaction between observer and pupils and teachers. A variety of assignments, relating directly to lecture content of the course, ask students to observe such phenomena as the school environment, the classroom environment, a person in the school, or a passive object in the school. In this document, which details the advent and development of the educational psychology field experiences, examples of the field experiences and activities are described, concerning: (1) perception; (2) operant conditioning; (3) training observation; (4) classroom observation and expectation; (5) observing behavioral learning principles; (6) coding classroom communication patterns; (7) classroom patterns and teacher behavior; (8) objectives and teacher questions; and (9) transfer of learning and problem solving. (JD)

ED 228 217 SP 022 099

Ellis, Joseph R.; Ellis, Deloris J.
Professional Role Performance Difficulties Reported by First Year Home Economics Teachers in Illinois Public Schools.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Teachers; *Home Economics Teachers; Instructional Materials; Job Satisfaction; Program Improvement; Resource Allocation; *Role Perception; School Community Relationship; Secondary Education; *Teacher Attitudes; Teacher Education; Teacher Effectiveness; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Illinois; *Professional Role

A survey identified professional roles and activities which were considered areas of difficulty for first year home economics teachers. Seven roles were considered, involving the teacher as: (1) planner; (2) director and helper of learning; (3) counselor and guide to the students; (4) mediator and interpretor of the culture; (5) a link with the community; (6) member of the teaching profession; and (7) member of the school community. Respondents also rated the difficulty of six professional activities: (1) working in a mainstreamed situation; (2) managing learning laboratory settings; (3) obtaining instructional equipment, supplies, and materials; (4) providing career education; (5) working in extra class activities; and (6) providing a broad range of content and activities. The role ranked as being of the greatest difficulty was "teacher as a link with the community," followed by "teacher as a mediator and interpretor of the culture." These rankings, when compared with those made by teachers in seven other curricular areas, revealed a similar pattern regarding the two teacher roles considered most difficult. The home economics teachers ranked "obtaining instructional equipment, supplies, and materials" as the area of highest professional difficulty. (JD)

ED 228 218   SP 022 101

Miller, Carol; Elrod, Wilburn T.
Individually Prescribed Education: A Case Study.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Techniques; Elementary School Teachers; Field Experience Programs; Higher Education; Independent Study; *Individualized Education Programs; Needs Assessment; *Preservice Teacher Education; Self Concept Measures; *Self Evaluation (Individuals); *Teacher Improvement; *Teacher Interns; *Teaching Experience

An individualized internship program was developed for a 22-year-old college senior and elementary education major at St. Mary-of-the-Woods College (Indiana). The student had shortcomings in the areas of confidence, poise, classroom management skills, and discipline skills. The internship lasted 8 weeks and required the student to teach in the classroom (two mornings a week), to attend individual counseling sessions, to attend a classroom management and discipline class, to keep a journal of activities and experiences, to read suggested items in the discipline field, and to write reports on those readings. Results were assessed using classroom observations, conferences, standardized tests, and self-evaluation by the subject. The results indicate that great gains were made in the areas of confidence, poise in the classroom, classroom management skills, and discipline skills. (JM)

Appleton, Nicholas
Cultural Pluralism in Education. Theoretical Foundations.
REPORT NO.- ISBN-0-582-29009-0
PUB DATE- 83
AVAILABLE FROM- Longman Inc., 1560 Broadway, New York, NY 10036 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Civil Rights Legislation; Cultural Differences; *Cultural Pluralism; *Culture Conflict; Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Foundations of Education; Minority Groups; *Multicultural Education; Public Schools; Social Attitudes; Socialization; *Sociocultural Patterns

This analysis of cultural pluralism in the United States focuses on the central concerns of balancing inequities and cultivating pluralistic values and attitudes. The first chapter reviews the historical background of cultural pluralism and its implications for educators. In Chapter 2, the theory of cultural pluralism is explored, concentrating on the necessary conditions of a society for the concept to apply--cultural diversity, membership in a common politic with interaction between and among groups, relative parity and equality between groups, and a perceived value for the continuance of diversity. The third chapter examines alternative ideological positions of cultural pluralism. Issues and available options involving cultural pluralism are analyzed. Chapter 4 outlines the current ideological trend of pluralism as it has been defined by the courts. In the fifth chapter, an assessment is made of the diverse groups in American society and their respective needs and desires. Chapter 6 explores culture conflict. The final chapter discusses problems and issues faced by the public school system. Appended are suggestions for using this book in the classroom, and a bibliography of teaching resources. (JD)

ED 228 233 SP 022 183

Joyce, Bruce R.; And Others
The Structure of School Improvement.
REPORT NO.- ISBN-0-582-28092-3
PUB DATE- 83
AVAILABLE FROM- Longman, Inc , College Division, 1560 Broadway, New York, NY 10036 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTIONS- Community Role; *Curriculum Development; *Educational Change; *Educational Improvement; Educational Philosophy; Educational Quality; Educational Trends; Futures (of Society); Nontraditional Education; *School Effectiveness; Student Role; Teacher Role

This book takes a broad look at the school today and offers a long term approach to the problem of school improvement by dividing the improvement process into three stages: refinement, renovation, and redesign. The book is divided into five major parts: (1) "Setting the Stage"; (2) "Establishing the Process"; (3) "Stage One: Refining the School"; (4) "Stage Two: Renovating the School"; and (5) "Stage Three: Redesigning the School." Part 1 discusses current theoretical and empirical bases for establishing a process of school improvement and defines the "Responsible Parties" who will oversee this improvement. Part 2 discusses homeostatic forces and school improvement and introduces the three stages. Part 3 is devoted to describing stage one, in which a school improvement committee is established, the school health scrutinized, and plans made and carried out to refine the program. In Part 4, stage two is described, in which the faculty is built into a problem solving unit, and the curriculum areas are studied and improved. Part 5 discusses stage three, which has to do with redesigning the school. A bibliography is included. (JM)

ED 228 234 SP 022 191

Bethune, Stuart B.

Recruitment to Teaching During College: Results from the NLS.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Behavior Standards; *Education Majors; *Females; Higher Education; Place of Residence; Preservice Teacher Education; Research Methodology; Schools of Education; Self Concept; *Sex Role; *Social Behavior; *Social Cognition
IDENTIFIERS- *National Longitudinal Surveys

A study explored characteristics, backgrounds, and social contextual influences which affect the movement of female students into teacher education programs during college. Using a nationally representative longitudinal sample of college students during the period 1972 through 1976, patterns of movement to and from education were described, and causal models were examined which compare the effects of several variables on differentiating education majors from those in other fields, those in similar, traditionally female fields, and those in dissimilar, traditionally male-dominated fields. Variables included ability, social class background, academic performance, residential background, self-concept, and college selectivity. Results indicated important patterns of influences during these early years of occupational staging which correspond closely with the characteristics of relatively open access, compatibility with traditional female roles, middle class status, and limited intrinsic and extrinsic rewards which are associated with the teaching occupation. (Author/JM)

ED 228 247 TM 820 718

Title VII Bilingual Preschool Project, 1981-82. Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-81.72
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Bilingual Education; Language Proficiency; Language Skills; Parent Participation; *Preschool Education; Program Development; *Program Evaluation; Program Implementation; *Second Language Learning; *Spanish Speaking
IDENTIFIERS- Boehm Test of Basic Concepts; Iowa Tests of Basic Skills; Peabody Picture Vocabulary Test

A demonstration program to serve the needs of children who are identified as limited English proficient (LEP) was developed and implemented. Each of six schools in the Austin Independent School District (AISD) contained a class of 18 students, 3 of whom were non-LEP. The non-LEP children served as English-speaking models for their LEP peers. Instruction was provided in English and/or Spanish, as needed. Instructional activities were oriented toward improvement and development of vocabulary and concepts; English syntax; and visual, auditory, and motor skills. At home, parents conducted at least two one-quarter hour lessons for their children each week. The Peabody Picture Vocabulary Test (PPVT) was used to measure language and concept development. The Boehm Test of Basic Concepts and the Iowa Tests of Basic Skills were also administered. Results indicated that English language skills improved; there were also gains in Spanish. Appended are separate discussion of the PPVT-R, English; PPVT, Spanish; early childhood observation form; teacher's interview; parent questionnaire; documentation from project coordinator's office; and Iowa Tests of Basic Skills. (PN)

ED 228 248 TM 820 757

Dornbusch, Stanford M.; And Others

The Collegial Evaluation Program: A Manual for the Professional Development of Teachers. Field Test Edition.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Observation Techniques; Conferences; Educational Cooperation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Peer Evaluation; Peer Relationship; *Program Development; Student Evaluation of Teacher Performance; Student Teachers; *Teacher Evaluation; *Teacher Improvement; Teamwork

The Collegial Evaluation Program leads to improved teaching by systematizing a way for teachers to obtain frequent, focused feedback from themselves, their students, and their colleagues. The process can be used by a single pair of teachers, a teaching team, a department, or an entire faculty. The purpose of this manual is to introduce the idea of collegial evaluation and provide step-by-step directions for its use. The program is organized into a six-step model of evaluation, each dealt with in a separate section: (1) Getting started: choosing a partner; (2) Student evaluations; (3) Selecting criteria; (4) Self-evaluation; (5) Observations and conferences; (6) A plan for professional development; and (6) Adapting Collegial Evaluation for teacher trainees. (PN)

ED 228 249 TM 820 769

1981-1982 Evaluation Findings.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.30
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; Basic Skills; Bilingual Education; Compensatory Education; Desegregation Effects; *Educational Assessment; Elementary Secondary Education; Minimum Competencies; *Program Evaluation; Research Reports; *School Districts; *Student Evaluation; Teacher Evaluation; *Test Results
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title VII; Texas Assessment of Basic Skills

The findings in evaluation and testing activities of the Austin Independent School District (AISD) during the 1981-82 school year are summarized. The first section, "1982 at a Glance," discusses the evaluation findings as a whole. Final reports and abstracts of related reports on achievement test results are presented for the district overall in basic skills, for low socioeconomic status and minority students, and for minimum competency requirements. The results of evaluations are presented, relating to ongoing district activities like the Professional Personnel Evaluation System, the Chronologically Controlled Developmental Education Pilot Project, the Accreditation Process, and a Retention and Promotion Study; and specific activities, like the Drugs Off Campus program, a Gifted and Talented identification program, and an Elementary Staffing Formula Study. The system-wide effects of desegregation are also reported. The results of the Elementary and Secondary Education Act Title I are summarized by program components, with a separate section on the Title I Migrant program. Reports on local and state bilingual programs and the Title VII Bilingual Preschool Project are included. State Compensatory Education results also discuss the Texas Assessment of Basic Skills. Abstracts of reports on AISD research by external researchers are included. (CM)

ED 228 263 TM 820 783

State Compensatory Education, Final Technical Report. Appendixes.
Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.57
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Achievement Tests; *Basic Skills; Bilingual Students; Bilingual Teachers; *Compensatory Education; Data Collection; Elementary Education; Evaluation Methods; Language Tests; *Program Evaluation; School Counseling; School Districts; Spanish Speaking; *Test Results; Writing (Composition)
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Language Assessment Battery; Sequential Tests of Educational Progress

This volume summarizes the results of the evaluation of the Austin (Texas) Independent School District 1981-82 State Compensatory Education Program. This technical report is organized into eight appendixes. Each appendix reports the information collected by a specific measure. Each appendix consists of (1) an instrument description, (2) purpose of the measure, (3) procedures used to collect the data, (4) summary of results, and (5) tables and figures presenting the data. The appendixes describe the following measures: (1) teacher service report, (2) counselor service report, (3) writing composition laboratory records, (4) transitional bilingual education, (5) planner logs, (6) Language Assessment Battery, (7) Iowa Tests of Basic Skills, and (8) Sequential Tests of Educational Progress. (Author/PN)

ED 228 264 TM 820 784

High School Graduation Minimum Competency Requirements. Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.76
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accountability; *Achievement Tests; Basic Skills; *Data Collection; Evaluation Methods; *Graduation Requirements; High Schools; *Minimum Competencies; *Minimum Competency Testing; Program Development; Program Evaluation; School Districts; *Test Results
IDENTIFIERS- *Austin Independent School District TX

This technical report details the testing results and analyses supporting the evaluation findings related to the Austin (Texas) Independent School District (AISD) minimum competency graduation requirements. The graduation competency status of all AISD students in grades 8 to 12 are documented. The report provides additional information on the data collection procedures: (1) the Iowa Test of Basic Skills, (2) the Texas Assessment of Basic Skills, (3) the Sequential Tests of Educational Progress, and (4) the minimum competency file. Results are reported in tabular and narrative forms. (Ten Attachments are included). (Author/PN)

ED 228 265 TM 830 009

Bjorck-Akesson, Eva
Development of a Sensation-Seeking Scale for Preadolescent Children.
Goteborg Univ., Molndal (Sweden). Dept. of Education.
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Rating Scales; Factor Analysis; Foreign Countries; Junior High Schools; Preadolescents; *Psychophysiology; Research Methodology; *Responses; Sex Differences; *Stimulation; *Student Motivation; *Test Construction
IDENTIFIERS- Dimensional Analysis; Factor Invariance; *Stimulus Seeking Behavior; Sweden

This study of motivational differences in the school situation and the development of a sensation-seeking scale of preadolescent children rests upon an interactive psycho-biological theory formulated by Farley (1981). Stimulation-seeking and arousal in relation to instructional features are central concepts. As a point of departure for the development of the scale, a sensation-seeking scale developed by Zuckerman et al. (1964) was analyzed in regard to its applicability with 12-13 year-old children, and adapted to Swedish children of this age. Special attention was paid to the dimensionality of sensation-seeking by using different factor-analytical procedures, and then contrasting the resulting factor patterns. The main criterion for a special solution to be chosen was that of factorial invariance in spite of the procedures used in the analysis and across the sexes. An emphasis was also laid on sex differences that emerged in the factor patterns for females and males. After the examination of the different factor structures, a solution with one general factor of sensation-seeking was selected as most valid. This implies that sensation-seeking is regarded as an unidimensional concept. (Author/CM)

ED 228 278 TM 830 153

Burry, James
An Introduction to Assessment and Design in Bilingual Program Evaluation.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-RP-1
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Achievement Gains; *Bilingual Education Programs; *Data Analysis; Decision Making; Educational Objectives; *Evaluation Methods; *Evaluation Needs; Needs Assessment; Program Effectiveness; *Program Evaluation; *Research Design; Research Methodology; Test Use
IDENTIFIERS- *Elementary Secondary Education Act Title II

The most difficult problems in bilingual education evaluation are disagreement over what evaluation is and how it is done; the debate over what bilingual education is and how a program is planned and operated locally; and the nature of bilingual education itself, which creates problems in assessment and design methodology. General information is provided on three basic considerations in bilingual program evaluation: assessment, evaluation design, and data analysis. Assessment is the full range of information that might be used to make decisions about a bilingual program, including what it accomplishes for its students as well as the procedures to achieve these goals. Measures of student performance and 100 program processes, such as interviews and observations, are examined. A brief examination of major designs used in bilingual program evaluation focuses on the designs that seem to be most useful and feasible in a bilingual program setting. The most general-purpose designs for investigating program outcomes are the time-series/longitudinal designs. The exposure-to-treatment design is widely applicable for formative evaluations. Accountability designs, report information about student achievement of local objectives or national norms. Basic issues raised concern the questions an evaluation might try to answer, collection of information, and the appropriate analytic techniques. (CM)

ED 228 279 TM 830 155

Pullin, Diana
Minimum Competency Testing, the Denied Diploma and the Pursuit of Educational Opportunity and Educational Adequacy.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-180
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Black Students; Court Litigation; Educational Malpractice; *Educational Opportunities; Equal Education; *Graduation Requirements; High School Students; *Minimum Competency Testing; Minority Groups; Racial Bias; Secondary Education; *Standards; Test Bias; *Test Use
IDENTIFIERS- *Debra P v Turlington; *Rodriguez v San Antonio Independent School Dist

There is no current evidence that Minimum Competency Testing (MCT) used to deny high school diplomas has enhanced equal educational opportunities for minority students. Test results, largely indicate that MCT requirements impact disproportionately on black students. Black students' scores may reflect a long history of racial discrimination in the schools, as well as bias in the testing process. While MCT programs may beneficially focus on teaching basic skills, there is no evidence that the diploma sanction is necessary to achieve this focus. The MCT movement may have advanced the thinking of judges and legal scholars about standards of good educational practice. These results of the MCT movement are not direct benefits of the programs which have been implemented. The educational standards articulated for MCT programs and the disproportionate racial impact of MCT require recognition that the problems of racial discrimination still exist in the schools, and the fundamentals of good teaching and testing practices are not always implemented. The promised benefits and goals of MCT are not yet realized. There is no assurance that the programs are effective in increasing educational achievement since it has not been proven that the tests are accurate measures of such achievement. (CM)

ED 228 280 TM 830 156

Martin, Paula H.

Meta-Analysis, Meta-Evaluation and Secondary Analysis.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bilingual Education Programs; *Educational Research; Elementary Secondary Education; Federal Programs; *Program Evaluation; *Research Methodology; *Statistical Analysis; *Statistical Data
IDENTIFIERS- Elementary Secondary Education Act Title VII; Glass (G V); *Meta Analysis; *Meta Evaluation; Secondary Analysis

Meta-analysis, meta-evaluation and secondary analysis are methods of summarizing, examining, evaluating or re-analyzing data in research and evaluation efforts. Meta-analysis involves the summarization of research findings to come to some general conclusions regarding effects or outcomes of a given treatment/project/program. Glass's approach standardizes various effect measures and controls for these in analyzing data. Meta-evaluation is a method of evaluation research examining evaluation methodologies, procedures, data analysis techniques, interpretation of results, and the validity and reliability of conclusions. Secondary analysis, as defined by Glass, is, "the re-analysis of data for the purpose of answering the original research question with better statistical techniques or answering new questions with old data." A review of the literature related to these methodologies gives examples of actual studies using these techniques. Specifics on meta-evaluation in federally funded bilingual education programs illustrate the methodology. As current budgetary cutbacks affect state and federal programs, meta-analysis and meta-evaluation are assuming important roles. (CM)

ED 228 293 TM 830 213

Mathews, John J.; Roach, Bennie W.

Reading Abilities Tests: Development and Norming for Air Force Use.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

REPORT NO.- AFHRL-TR-82-26
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Equated Scores; *Item Analysis; Literacy; *Occupational Tests; Reading Ability; Reading Achievement; Reading Comprehension; *Reading Tests; *Test Construction; *Test Norms; Test Reliability
IDENTIFIERS- *Air Force Reading Abilities Test; Armed Services Vocational Aptitude Battery; Commercially Prepared Materials; *Parallel Test Forms; Synonyms

This report describes the development and norming of parallel forms of the Air Force Reading Abilities Test (AFRAT) which have been designed for Air Force use as replacements for commercial reading tests. A previous study on service applicants found considerably divergent reading grade levels (RGL's) from different commercial tests for subjects of the same Armed Services Vocational Aptitude Battery ability level. In addition to varying norms, the use of commercial tests has several other drawbacks, including high testing material costs and RGL norms of unknown appropriateness for military personnel. The goal of this effort was to develop reading tests with appropriate norms. Samples of airmen (n=12,938) were experimentally administered reading tests, including one or two forms of the AFRAT. After editing, analyses were done to determine the equivalence of the AFRAT forms, their relationships to other tests, AFRAT raw score to RGL equivalents, and training grade validity of AFRAT item types. The two parallel forms of the AFRAT appear to meet administrative and psychometric specifications. AFRAT appears to be a highly reliable instrument and is recommended as a replacement for commercial reading tests. (Author/PN)

ED 228 294 TM 830 214

Totusek, Patsy F.; Christner, C. A.
So You Think You Want to Develop an Administrator Evaluation System.
. .
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.43
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; *Evaluation Needs; *Program Development; *School Districts; Surveys; Test Construction
IDENTIFIERS- *Austin Independent School District TX

Interviews with school administrators; surveys of large school districts, local businesses and governmental agencies; and reviews of educational management literature by the Austin Independent School District (AISD) Office of Research and Evaluation indicated that a competency-based instrument for administrator evaluation was needed. This paper focuses on the development of the AISD Administrator Evaluation System, listing the activities that were conducted from September 1981 to February 1983 to complete the revision of the present evaluation system. Several instruments and evaluation procedures were developed as a result of the revision activities. The instruments include: (1) the Administrator Evaluation Form (Attachment A); (2) task descriptions for each major administrative position in the District; (3) a Personal Goal Form for goal development and goal assessment (Attachment B); (4) input forms for district personnel in commenting on an evaluatee's performance; (5) the Administrator Evaluation Schedule (Attachment C); and (6) the Administrative Personnel Evaluation Handbook which will provide details on required and recommended evaluation procedures, evaluation procedures for evaluatees in contractual difficulties, and a list of resources for professional development. (PN)

ED 228 295 TM 830 215

Rippey, Robert M.; And Others
The Validity of Computer Audits of Simulated Cases Records.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Branching; Case Records; *Clinical Diagnosis; *Computer Assisted Testing; Computer Programs; Evaluation Methods; Feedback; *Medical Evaluation; Minicomputers; *Scoring; *Validity
IDENTIFIERS- Computer Simulation; *Open Ended Questions

This paper describes the implementation of a computer-based approach to scoring open-ended problem lists constructed to evaluate student and practitioner clinical judgment from real or simulated records. Based on 62 previously administered and scored problem lists, the program was written in BASIC for a Heathkit H11A computer (equivalent to DEC PDP11/03). In addition to a scoring program, the complete package requires five other files: the scoring key, a dictionary of preferred expressions, the spelling algorithm, a program for preparing scoring keys, and a program for printing text files. The basic scoring structure consists of a short sequence of logical rules and a very long list of terms and equivalent expressions and stems which make up the logical data. A typical program output for one subject for one case would display not only counts of each error type, but also an accounting for each term on the problem list. The program provides a method of consistently evaluating scoreable problem lists without the use of faculty time. It also can be used for instructional purposes, not only providing a student with instantaneous feedback, but also with comments on performance in preparing a problem list from a set of clinical signs and symptoms. (PN)

ED 228 309 TM 830 231

Snyder, Vivian; Elmore, Patricia B.

The Validity of the ACT and Descriptive Tests of Language Skills for Developmental Students over a Four-Year College Program.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Class Rank; *College Entrance Examinations; *Developmental Studies Programs; *Grade Point Average; Higher Education; *Language Tests; Longitudinal Studies; *Predictive Measurement; Predictive Validity; Regression (Statistics); Selective Admission; *Test Validity
IDENTIFIERS- *ACT Assessment; *Descriptive Tests of Language Skills

The sample for this study included 496 students admitted to a large midwestern university through the special admissions program. Validity coefficients of the Descriptive Tests of Language Skills (DTLS) subtests, the Academic Tests of the ACT Assessment Program (ACT), and high school percentile rank were calculated with cumulative grade point average (GPA) at the end of each of 4 years of college. The best predictor of cumulative GPA was ACT composite score, although selected ACT subtests and DTLS subtests yielded statistically significant validity coefficients. High school percentile rank, traditionally a significant predictor in other studies, was not predictive of cumulative GPA at any time for this sample. Regression analyses for a subset of 138 of the special admissions students remaining in college after 4 years showed that, after the first year in college, DTLS subtests did not make a significant contribution to predicting academic success in college over and above the ACT subtests and high school rank. At the end of the first year, three DTLS subtests in combination contributed over and above the ACT subtests and high school rank. DTLS Vocabulary and Logical Relationships separately contributed over and above the ACT subtests, high school rank, and the other two DTLS subtests. (Author)

ED 228 310 TM 830 233

Henk, William A.

An Analysis of Alternative Cloze Test Formats for Use with Fourth and Sixth Grade Readers.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cloze Procedure; Comparative Analysis; Grade 4; Grade 6; Intermediate Grades; Item Analysis; Reading Comprehension; *Reading Tests; *Scoring; *Test Format; *Test Reliability; Test Validity

The specific performance characteristics of eight alternative cloze test formats were examined at the fourth and sixth grade levels. At each grade, 64 subjects were randomly assigned to one of four basic treatments (every-fifth/standard, every-fifth/cued, total random/standard, and total random/cued) and tested. Responses on each of the cloze passages were scored in both a verbatim and synonymic manner. Subjects were administered the Ekwall Reading Inventory to determine instructional reading levels. Analysis indicated significant first-order interaction effects for the deletion pattern by scoring mode and blank condition by scoring mode interactions at both grade levels. In the sixth grade analysis, the deletion pattern by blank condition interaction also attained significance. High positive relationships were observed between verbatim and synonymic scoring across all basic cloze forms. Two analyses tested the maximum item independence hypothesis associated with a context distance of four words between blanks. At fourth grade, the results were equivocal; however, at sixth grade, the evidence favored a rejection of this notion. None of the fourth grade cloze formats was significantly related to silent instructional reading levels. At sixth grade, appreciable increases in both the concurrent validity and reliability of the formats were noted. (Author/PN)

ED 228 311 TM 830 237

Burstein, Leigh; Linn, Robert L.
Analysis of Educational Effects from a Multilevel Perspective: Disentangling Between- and Within-Class Relationships in Mathematics Performance.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-172
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Data Analysis; Educational Objectives; Educational Practices; Evaluation Methods; Longitudinal Studies; *Mathematical Models; Mathematics; *Outcomes of Education; *Research Methodology
IDENTIFIERS- Data Interpretation; Decomposition Analysis (Statistics); *Unit of Analysis Problems

This discussion of how the multilevel character of data should influence analyses of the determinants of educational achievement is grounded in the context of planning explanatory analyses for the longitudinal Second International Mathematics Study (SIMS). The intention is to describe how a multilevel perspective in the specification of substantive questions and, as a consequence, in the analysis strategies employed, can potentially clarify the ways in which instructional practices affect student performance. One multilevel analysis approach examines the interrelations and antecedents of a variety of indices of group-level outcomes. A second approach analyzes multilevel data more formally by modeling the decomposition of data into components suggested by the kinds of educational processes at work. This second approach incorporates all the features of the previously described analysis within a larger analytical model. In the two-level (classroom, pupil) analysis, multilevel decomposition of the factors influencing cognitive outcomes between and within classrooms addresses four questions, including the relationship between the class composition at pretest and class-level performance at posttest; adjusted between-class effects; pooled within-class analysis; and specific within-class relationships. The function of the specificity of the achievement measures and the general path model for multilevel analysis are examined. (CM)

ED 228 324 TM 830 262

Ludlow, Larry H.; And Others

Measuring Change with the Rating Scale Model.

Veterans Administration Hospital, Hines, IL. Rehabilitation Research and Development Lab.

PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Change; *Attitude Measures; *Blindness; Longitudinal Studies; Program Evaluation; Rating Scales; Rehabilitation Centers; *Rehabilitation Programs; Test Interpretation; Veterans
IDENTIFIERS- *Attitude Toward Blindness Questionnaire; Change Scores; *Rasch Model; Residuals (Statistics)

The Rehabilitation Research and Development Laboratory at the United States Veterans Administration Hines Hospital is engaged in a long-term evaluation of blind rehabilitation. One aspect of the evaluation project focuses on the measurement of attitudes toward blindness. Our aim is to measure changes in attitudes toward blindness from pre-training, to post-training, and then to a six month follow-up. The Attitude Toward Blindness Questionnaire consists of 39 statements scored as Strongly Agree:3, Agree:2, Disagree:1, Strongly Disagree:0. The Rating Scale Rasch model for ordered response categories was used to explain these data. The three periods were first calibrated as a single set, the residuals were analyzed, peculiar items were identified and removed. The analysis of change consisted of a calibration of items and persons at the separate time periods and the plotting of person attitude measures at each period. This paper demonstrates that: (1) detailed residual analyses can reveal critical measurement interaction processes, (2) measurement of change using the Rating Scale model is feasible, and (3) blind rehabilitation effects on attitudes can be studied quantitatively. (Author)

ED 228 325 TM 830 263

Pfister, Fred C.; Vincelette, Joyce P.
Model Job Description and Evaluation Standards for School Media Specialists.
Florida Educational Research and Development Council, Inc., Ft. Myers.

PUB DATE- 83
AVAILABLE FROM- Florida Educational Research and Development Council, P.O. Box 506, Sanibel, FL 33957 ($3.00)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Methods; Job Analysis; *Job Performance; Measurement Techniques; *Media Specialists; Models; Occupational Information; *Personnel Evaluation; Standards
IDENTIFIERS- *Performance Appraisal

Suggestions for providing more effective performance appraisals for school media specialists address questions of what performance items and evidence are appropriate for evaluating media specialists in schools of different levels and sizes, and what procedures will successfully involve media specialists, principals, and district level personnel. Administrators and media specialists in 14 schools in 4 Florida counties cooperated with the investigators to develop several sets of empirically-based job duty statements and performance measures for evaluating building level media specialists. Development procedures varied for each district. All 22 of one county's job activity/performance statements were developed locally and represent the full scope of the media specialists job. Each of the other countries' models includes descriptions of positive aspects and suggestions for improvement. Summary responses to interviews conducted in the schools illustrate overall reactions, priority objectives, reaction to using the model as a formal personnel appraisal instrument, and implementation needs. The study concluded that procedures for evaluating media specialists are inadequate, the models can improve performance appraisal, and they are congruent with current management trends. The appendices contain each model performance appraisal instrument. (Author/CM)

ED 228 326 TM 830 264

McKinley, Robert L.
A Multidimensional Extension of the Two-Parameter Logistic Latent Trait Model.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 83
CONTRACT- N00014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Factor Analysis; *Goodness of Fit; Item Analysis; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Simulation
IDENTIFIERS- *Multidimensional Approach; Two Parameter Model; *Unidimensionality (Tests)

The usefulness of a latent trait model designed for use with multidimensional test data was investigated in two stages. The first stage consisted of generating simulation data to fit the multidimensional extension of the two-parameter logistic model, applying the model to the data, and comparing the resulting estimates with the known parameters. The unidimensional two-parameter logistic model was also applied to these data. In addition to comparing the estimated parameters with the true parameters, the fit of the unidimensional and multidimensional models to the data were compared. The second stage of the study employed real response data. Items were selected from various subtests of a larger test that had been administered to a large sample in such a way as to simulate shorter tests with varying numbers of subtests. The unidimensional and multidimensional models were applied to these data, and the resulting estimates were used to evaluate the fit of the models to the data. The fit of the two models to the data were then compared and it was determined that the multidimensional model more adequately modeled the real data than did the unidimensional model. (Author/PN)

ED 228 339 UD 022 678

Ito, Karen L.; So, Alvin
Asian American Field Survey: Re-Analysis of Health Data.
PUB DATE- 23 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Asian Americans; Chinese Americans; Comparative Analysis; Demography; *Diseases; Family Characteristics; *Family Health; Filipino Americans; *Health Facilities; Health Needs; *Health Services; Japanese Americans; Korean Americans; *Medical Services; Samoan Americans; Surveys; Urban Areas
IDENTIFIERS- Asian American Field Survey

Data from the Asian American Field Survey of 1973 were examined to determine health problems, methods of seeking and paying for health services, health insurance coverage, and frequency of medical examinations among Japanese, Chinese, Filipino, Korean, and Samoan families in the United States. The analysis indicated that the Chinese reported the greatest percentage of health problems in families. Among those who reported having health problems, it was found that: (1) problems frequently cited were minor infectious diseases (such as colds and influenza), heart and circulatory problems, and, as reported by Koreans, pregnancy and childbirth; (2) there was a high rate of utilization of health services; (3) barriers to seeking medical care included lack of information, cost of services, language problems, and transportation difficulties; (4) about half of the sample sought medical aid from health facilities while half consulted individual medical practitioners more often; (5) most families were covered by health insurance; and (6) major sources of information about medical care were friends, relatives, and doctors. Among those who reported health problems, slightly more had regular medical examinations than among those who reported no health problems. Sex differences and ethnic group differences on health problems and health services usage were also investigated. The report includes 25 statistical tables. (MJL)

ED 228 340 UD 022 681

Ito, Karen L.; Tashima, Eugene
Asian American Self-Concept.
PUB DATE- 23 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acculturation; *Asian Americans; Chinese Americans; *Cultural Context; *Cultural Influences; Cultural Traits; Filipino Americans; Japanese Americans; Language Patterns; Research Needs; *Self Concept

While an individual in his own culture is expected to have a stable self concept, one who is placed in a totally different context may experience difficulties because ideas about self in the old society are no longer appropriate in the new one. In order to survive, the individual has to redefine his self concept to make it more functional in the new environment, while retaining the old cultural values. Asians in American society have made such adjustments in self concept. Most previous studies of Asian American self concept, however, have focused on the Westernization of the Asian without considering the influence of traditional culture on self concept development. The few studies that do look at cultural influences tend to generalize observations for all Asians and neglect ethnic group differences. To a large extent, the tendency to generalize stems from translation difficulties where, for instance, the same English term is used to translate Japanese, Chinese, and Filipino terminologies for value concepts that are similar but have unique connotations within their particular contexts. In view of these cultural differences, it is important that studies of Asian American self concept focus on cultural retention more than on Asian assimilation into American culture. (Author/MJL)

ED 228 341 UD 022 682

Pinkerton, James R.
Socioeconomic Determinants of Urban Poverty Area Workers' Labor Force Participation and Income.
Missouri Univ., Columbia.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.
PUB DATE- Aug 78
GRANT- DL-21-29-74-12
AVAILABLE FROM- National Technical Information Service, Springfield, VA, 22151 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Attainment; *Employment Level; *Employment Patterns; *Income; *Individual Characteristics; Job Training; Laborers; *Low Income Groups; Males; Poverty Areas; *Predictor Variables; Racial Differences; Social Discrimination; Socioeconomic Background; Unemployment; Urban Areas; Veterans
IDENTIFIERS- Census Employment Survey; Illinois (Chicago); Missouri (Saint Louis); Texas (San Antonio)

This study examined how the socioeconomic characteristics of male workers from poverty areas in Saint Louis, Missouri, San Antonio, Texas, and Chicago, Illinois, affect their incomes, hours of employment, unemployment, and labor force participation. The research was based on statistical analysis, using an interaction model, of data from the 1970 Census Employment Survey. Findings indicated that: (1) whites in poverty areas had higher incomes than Blacks and Hispanics; (2) veterans had higher income and employment levels than non-veterans; (3) workers from the local city or from other large cities worked fewer hours than migrants from rural or smaller areas; (4) educational attainment was positively associated with income; (5) the lowest income and employment levels were in the extreme (youngest and oldest) age groups; (6) health problems, excessive family responsibilities, and minimal family association were associated with lower income and employment levels; (7) full-time employment increased incomes; and (8) differences in occupation and industry produced income and employment level differentials. Based on the findings, recommendations for government action to help low income workers to break out of poverty were formulated. (Author/MJL)

ED 228 354 UD 022 710

Gurak, Douglas T.; And Others
The Minority Foster Child: A Comparative Study of Hispanic, Black and White Children. Monograph No. 9.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 82
GRANT- 1R01-MH-30569-04
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Black Youth; Comparative Analysis; *Foster Care; Hispanic Americans; *Minority Group Children; Organizational Change; *Organizational Effectiveness; Organizational Objectives; *Public Policy; *Racial Bias; Racial Differences; Social Services; Whites
IDENTIFIERS- *New Jersey; *New York (New York)

This monograph compares foster care systems of New York City and the southern region of New Jersey, focusing on each system's impact on the foster care experiences of Black, Hispanic, and White Children. Recognizing that minority children move through foster care systems at a slower pace than do White children, the report first attempts to determine what factors influence the rate with which children move through the system and either return home or find a permanent adoptive family. Second, an effort is made to identify those factors that are malleable from a policy perspective. Following a general discussion of the history and current magnitude of foster care, the position is advanced that poor overall progress in the goal of permanent homes for foster children and ethnic differentials affecting that goal result from the disorganized and ad hoc character of foster care in the nation at large. Subsequent chapters describe the system as it operates in New York City and contrasts it with a multilevel reorganized demonstration project in southern New Jersey. Innovations in the New Jersey system are described and their impact on the goal of permanency and on ethnic differentials in outcomes are assessed. In the report's final chapter, structural reasons that account for the poorer outcomes and greater ethnic discrepancies in the New York system are summarized and a number of specific policy changes are recommended. (GC)

ED 228 355 UD 022 711

Zambrana, Ruth E., Ed.
Work, Family, and Health: Latina Women in Transition. Monograph No. 7.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Programs.
PUB DATE- 82
GRANT- 1-R01-MH-30569-05
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - General (020)
DESCRIPTIONS- Acculturation; Contraception; Cultural Background; *Cultural Influences; Demography; Ethnicity; Family Characteristics; *Females; *Health Needs; Health Services; *Hispanic Americans; Individual Characteristics; Mental Health; Parent Child Relationship; *Puerto Ricans; Research Needs; *Sex Role; Social Attitudes; Socioeconomic Status

The 10 papers in this monograph examine the background, characteristic, social roles, and social-psychological needs of Hispanic women in the United States (especially Puerto Ricans in New York City), and identify possibilities for future research and policies. Based on recent research and other studies, the articles focus on: (1) the interplay between sociocultural factors and Puerto Rican women's mental health needs; (2) the influence of the women's movement on the self concepts and social roles of Puerto Rican women of different generations; (3) problems related to changing family roles, isolation, ethnic identity, acculturation and help-seeking among Hispanic women in suburban New York; (4) clinical findings concerning sex roles and acculturation among Puerto Rican adolescents; (5) relationships between cultural attitudes toward mental illness and use of community mental health services among Puerto Rican women; (6) voluntary reproductive sterilization among Hispanic women in a Connecticut community; (7) determinants of Hispanic children's health status and use of health facilities; (8) patterns and determinants of women's labor force participation in Puerto Rico from 1899 to 1975; (9) the demography, economic profiles, and changing roles and status of Cuban women; and (10) influences of economic factors, Hispanic culture, and stereotypes on Hispanic women's family roles. (Author/MJL)

ED 228 356 UD 022 713

Hochschild, Jennifer L.
"If It's Worth Doing, It's Worth Doing Well": Guidelines for Effective Citizen Monitoring of Student Civil Rights.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Citizen Participation; *Citizens Councils; Citizenship Responsibility; *Civil Rights; Elementary Secondary Education; *Equal Education; Guidelines; Law Enforcement; Program Effectiveness; *School Community Relationship; Social Discrimination; *Student Rights
IDENTIFIERS- *Monitoring
This paper identifies various goals for citizen monitoring groups concerned with the enforcement of rights that accompany racial desegregation, sex equality, and aid for the handicapped in schools, and presents recommendations for successful civil rights group monitoring. It is suggested that successful citizen monitoring requires: (1) establishing the monitoring group as part of the civil rights program; (2) recognizing different viewpoints of group members; (3) clearly specifying the extent of the group's authority; (4) developing appropriate monitoring structures; (5) choosing members carefully; (6) providing appropriate resources; and (7) presenting group reports to the school system. Four types of civil rights monitoring groups are identified according to the type of mandate imposed on them (statutory, political, educational, or social). The structures, resources, and strategies appropriate for each type, elements that might make for group success or failure, and specific recommendations for group success are discussed. In regard to the problems that monitoring groups may confront, it is held that effective group monitoring depends not only on following general strategies for success, but also on knowing a group's particular mandate and that mandate's implications. (Author/MJL)

ED 228 369 UD 022 738

Hyde, Arthur A.

Capacities for Solving Problems: Problems and Problem Solving Methods of School Principals. Draft. Documentation and Technical Assistance in Urban Schools.

Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Aug 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; Elementary Secondary Education; Human Relations; Interpersonal Relationship; *Parent Participation; Parent School Relationship; Perception; *Principals; *Problem Solving; *School Administration; Staff Development
IDENTIFIERS- Documentation and Technical Assistance Project

This paper examines the concept of a capacity for problem solving through an analysis of data concerning the perspectives of the local school community. The paper's underlying assumption is that within a school community, different groups (i.e., parents, teachers, or administrators) may have markedly different capacities and methods for solving the various kinds of problems of the school. The author identifies particular capacities for solving certain kinds of problems for a single subgroup--principals--in the local schools of nine sites studied by the Documentation and Technical Assistance Project (DTA), and provides descriptive analyses of the problems perceived by principals in their schools, the way these individuals conceive of problems, and the methods by which they and members of their school community address these problems. Specific areas discussed include (1) problems of securing support for the school; (2) problems of school governance; (3) problems of staff and curriculum development; (4) problems of administering the school; and (5) problems of mediating human relations in the school. A review of research on the problems of principals and their role functioning, description of the DTA study method, and major findings on capacity for problem solving are also included in the paper. (Author/AOS)

ED 228 370 UD 022 739

Some Processes and Effects of Consultation in Urban Schools.
Documentation and Technical Assistance in Urban Schools.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
School Capacity for Problem Solving Group.
PUB DATE- 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Consultation Programs; Elementary Secondary Education; *Inservice Teacher Education; Parent Participation; Participative Decision Making; *Problem Solving; *Professional Development; School Administration; *Technical Assistance; *Urban Schools
IDENTIFIERS- California (Oakland); *Documentation and Technical Assistance Project

This manuscript discusses strategies, designs, and techniques used by staff consultants of the Documentation and Technical Assistance project in order to facilitate problem solving capacities in urban schools. Intervention techniques described were geared to a model of the ideal school organization, conceived of as one which features self renewal and adaptability to the environment and makes active use of internal resources. Presented are five case studies of interventions conducted during 1976-77 year in Oakland, California, schools with a large proportion of poverty level students. Consultative experiences are summarized and the readiness of client schools to benefit from consultation, building of contracts with clients, and managing processes of interventions are discussed. The paper also reviews effects of intervention on client schools, analyzes issues faced by consultants, and describes tentative plans for future research, consultation, and network building. (Author/AOS)

ED 228 371 UD 022 740

Wilson, Stephen H.

Explorations of the Concept of Local Capacity for Problem Solving: An Introduction to a Series of Papers Analyzing Nine School Improvement Projects. Draft. Documentation and Technical Assistance in Urban Schools.

Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Aug 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Community Programs; *Educational Improvement; Elementary Secondary Education; *Information Utilization; *Local Issues; *Problem Solving; School Community Relationship
IDENTIFIERS- *Documentation and Technical Assistance Project

A model for enhancing the local capacity of urban schools for solving problems by restructuring school settings is the subject of this paper. In identifying the strength and weaknesses of such a concept, the paper reviews data from nine sites studied by the Documentation and Technical Assistance (DTA) project for their applicability to other settings. A decentralized political milieu, similar to that which obtained in the 1960s, is theorized to be conducive to innovative ideas that draw on local resources. Other areas discussed include: problems with observing "capacity" for problem solving; the concepts of "problem" and "problem solving" themselves; various options for determining what is "local"; and the importance of nonlocal factors in shaping school processes. Appended are methodological descriptions of the population studied by the DTA, the nature of the DTA contract and of the organizations receiving the contract, and the documentation and analysis procedures. (AOS)

ED 228 368 UD 022 737

Baldwin, Deborah
The Nature of Teaching and Its Relationship to School Improvement. Draft. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
PUB DATE- Aug 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; Improvement Programs; Inservice Teacher Education; *Interpersonal Relationship; *Teacher Administrator Relationship; Teacher Behavior; Teacher Education; *Teacher Effectiveness; *Teacher Improvement; Teacher Motivation; Teacher Recruitment; *Teaching (Occupation); Teaching Conditions; Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project

The focus of this paper is the preparation for and the improvement of teaching as a craft. The author hypothesizes that, in order to improve the art of teaching, the notion of problem solving as a daily routine, access to resource allocation, and a change in the ethos of teaching to include a mastery of the craft and cooperative efforts among the teachers must be encouraged. Aspects of teaching, such as its nature, recruitment, training, rewards and goals, career stages, lack of collegiality, ethos, and structural constraints, are reviewed. Data collected on three out of nine urban sites where efforts were made to stimulate organizational skills of teachers on a continuous basis are then analyzed. The article argues that the state of teaching at present precludes a commitment to school-wide improvement because teachers are isolated from the school bureaucracy and are working autonomously. It concludes that teaching can be improved considerably in an atmosphere that promotes continuous socialization experiences. (AOS)

ED 228 353   UD 022 709

Zafirau, James; Fleming, Margaret
A Study of Discrepant Reading Achievement of Minority and White Students in a Desegregating School District. Additional Findings: Phase Two, Phase Three and Phase Five: Longitudinal Analysis of High and Low Achieveing Students.
Cleveland Public Schools, Ohio.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; Black Students; Comparative Analysis; Desegregation Effects; Educational Environment; Elementary Education; *Institutional Characteristics; Minority Groups; *Predictor Variables; *Racial Composition; *Racial Differences; *Reading Achievement; School Effectiveness; Socioeconomic Influences; Student Characteristics; *Urban Schools; White Students
IDENTIFIERS- *Cleveland Public Schools OH

This report presents data on elementary students' reading achievement collected in phase five of a study carried out in Cleveland, Ohio, public schools and also includes supplementary findings from phases two and three. The study compared reading achievement of minority and white students; identified different characteristics of schools with high versus those with low minority to white achievement discrepancies; and examined differential characteristics of high versus low achieving students. Phase two findings compare white and minority reading scores, suspension rates, and promotion ratios in schools with the smallest versus schools with the largest white to minority discrepancies. Phase three findings identify predictors of reading achievement, and suggest that a school's social process factors are more consequentially related to the academic growth of minorities than of whites. Phase five findings, which are based on 1974-1981 data on background factors associated with academic success, indicate: (1) higher reading achievement scores; (2) a significant influence of poverty on achievement; and (3) higher average background academic indicator scores among students who scored higher on 1981 reading achievement tests. Statistical tables are appended to the report. (Author/MJL)

ED 228 338 UD 022 677

Kao, Jessica Ching-Yi

Alternative Health Care Practitioners in a Chinese American Community: A Preliminary Report of Findings.

PUB DATE- 23 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Chinese Americans; *Chinese Culture; *Cultural Traits; *Folk Culture; *Health Personnel; *Medicine
IDENTIFIERS- *California (Los Angeles)

This paper provides a brief review of the literature on traditional Chinese medicine in both China and the United States and presents observations from a preliminary study of Chinese practitioners in the Chinatown section of Los Angeles, California. The dualistic health care system in Chinese culture is described as comprising both scholarly and folk traditions, and the roles of both styles of practitioners in dealing with physical and sociopsychological problems are explored. Based on observation of medical professionals and herb speciality shops, interviews with traditional doctors and acupuncturists, and perusal of ads in local Chinese American newspapers, it is concluded that several types of alternative health care providers currently practice in Chinatown: (1) "Chinese-style doctors," mostly elderly, who rely on pulse diagnosis and treat patients with herbal medicines and dietary advice; (2) acupuncturists; (3) Chinese chiropractors or bone setters; (4) dispersers of herbs, tonics, and patent medicines; and (5) psychics. It is suggested that the continuing influx of Chinese immigrants, as well as the Chinese's tendency to seek to enhance their health status, contributes to the maintenance of the traditional health care sector in Chinese American communities. (GC)

ED 228 323 TM 830 257

Mislevy, Robert J.; Rieser, Mark R.
Item Response Methods for Educational Assessment.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Data Collection; *Educational Assessment; Item Banks; *Item Sampling; *Latent Trait Theory; Mathematical Models; *Measurement Techniques; Psychometrics; *Research Needs
IDENTIFIERS- *Multiple Matrix Sampling

Multiple matrix sampling (MMS) theory indicates how data may be gathered to most efficiently convey information about levels of attainment in a population, but standard analyses of these data require random sampling of items from a fixed pool of items. This assumption proscribes the retirement of flawed or obsolete items from the pool as well as the addition of new items if comparability of estimates over time is to be maintained. Item response theory (IRT) permits measurement on an invariant scale without requiring that items be sampled at random from a fixed population, but standard IRT procedures cannot be used with the sparse data (at the level of subjects) that characterizes the most efficient multiple matrix sampling designs. This paper considers the merger of MMS theory and IRT theory. Three approaches (subject-level model, subject-level estimates; subject-level model, group-level estimates; and group-level model, group-level estimates) by which IRT can be applied in the assessment setting are described and compared. (Author/PN)

ED 228 337 UD 022 651

Basic Skills Improvement Policy. 1981-82 Statewide Summary of Student Achievement of Minimum Standards in the Basic Skills of Reading, Writing, and Mathematics. Second Annual Report.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Academic Achievement; *Basic Skills; Blacks; Comparative Analysis; Elementary Secondary Education; Evaluation Methods; Females; Hispanic Americans; *Improvement Programs; Males; Mathematics Achievement; Program Effectiveness; *Racial Differences; Reading Achievement; Social Differences; Socioeconomic Status; State Programs; Suburbs; Urban Areas; Whites; Writing (Composition)

IDENTIFIERS- *Basic Skills Improvement Policy (Massachusetts); *Massachusetts

This report summarizes evaluation information on reading, writing, and mathematics achievement among elementary and secondary school students in 310 school districts in Massachusetts, after the second year of implementation of the Basic Skills Improvement Policy. The report describes data collection, analysis, and reporting procedures, summarizes major findings for 1981-82, and compares them with findings from 1980-81. The results indicate that: (1) for both 1980-81 and 1981-82, about 90 percent of students evaluated met local minimum standards, achievement was greatest at the lowest elementary level, females performed better than males in all skill areas, and whites had higher achievement levels than minority students; (2) a decrease in the percentage of blacks who met minimum standards between the two evaluation periods increased the gap between white and black achievement; (3) the percentage of students who met minimum standards was generally highest in residential suburbs and the wealthiest communities and lowest in big cities and the poorest communities; and (4) per pupil instructional expenditures did not influence student achievement significantly. Several tables of data are presented in the report. (Author/MJL)

ED 228 321 TM 830 249

Wisconsin Secondary Vocational Education: 1978-1982 Aggregate of Data. Evaluation Report, Cycle I. Bulletin No. 3266.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

PUB DATE- 82

GRANT- 2-99893/R084

AVAILABLE FROM- Wisconsin Department of Public Instruction, Bureau of Vocational Education, P.O. Box 7841, 125 South Webster Street, Madison, WI 53707.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTIONS- Employment Level; Employment Patterns; High School Graduates; *High Schools; Job Skills; *Outcomes of Education; *Program Evaluation; *Self Evaluation (Groups); State Programs; *Student Development; *Vocational Education

The first five-year cycle of the Wisconsin Secondary Vocational Program Evaluation System was completed on December 31, 1982 to aid in planning and assessing vocational education in the state and to portray its impact at local, state and national levels. This aggregate report presents first phase data from high school self-evaluations. The second phase is on-site external evaluation and, finally, implementation of evaluation findings. Evaluation participants include secondary schools, one- and three-year graduates, employers of vocational graduates, in-school vocational students, vocational staff, and advisory committee members. Among the vocational education outcome findings are graduate unemployment or employment rates and status, field-related employment and satisfaction with vocational training, employer preference for hiring vocationally trained graduates and ratings of graduates' attitudes, personal qualities and job-related skills, in-school student ratings of vocational programs, and staff identification of amounts of program activity input, strengths and weaknesses, and special needs. (CM)

ED 228 322 TM 830 256

Sewell, Carl; And Others

The Impact of Pupil Mobility on Assessment of Achievement and Its Implications for Program Planning.

Community School District 17, Brooklyn, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Elementary Education; Instructional Development; Mathematics Achievement; *Population Trends; Reading Achievement; *School Districts; *Student Mobility; Test Interpretation; *Test Results; Test Use; Transfer Students; Urban Education
IDENTIFIERS- Impact Studies

This study examines the relationship between student mobility and achievement test results in predominately Black and Hispanic Community School District 17, Brooklyn, New York. The project is designed to assess the impact of mobility on pupil achievement and the interpretation of achievement data, as well as to map the pupil population mobility. A second purpose is development of a replicable procedure for mapping in an urban school district. The related literature was reviewed to help define the study. Reading and mathematics scores of 2944 third-, 2997 fourth- and 2877 fifth-grade students, number of moves, and 13 other variables were collected. These data were examined to determine whether year one and year two test results involve the same populations, whether there are differences in the California Achievement Reading Test results and Standardized Diagnostic Mathematics Test results of non-mobile students, and whether there is a relationship among other variables contributing to achievement and test results. The Statistical Package for Social Sciences (SPSS) was used to analyze intra-mobility and outward mobility as independent variables and achievement as the dependent variable. It was found that district schools are not looking at the same population year after year. Therefore the emphasis on test score utilization for instructional planning is invalid. (CM)

ED 228 270 TM 830 118

Quellmalz, Edys S.
Designing Writing Assessments: Balancing Fairness, Utility, and Cost.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-188
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cost Effectiveness; Educational Assessment; *Evaluation Criteria; Evaluation Methods; Holistic Evaluation; *Minimum Competencies; *Minimum Competency Testing; Rating Scales; Scoring; Secondary Education; *Test Construction; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Fairness

Mounting concern for student achievement in writing has refocused attention on the features of writing assessment necessary to represent a student's skill fairly, usefully and economically. If writing tests are to fulfill their intended function, the writing assignments and evaluative criteria of large scale tests and instruction must interrelate. Current practices are increasingly criticized regarding relevance to realistic writing situations, utility for forming decisions about individual competence or program effectiveness, fairness, and legality for sanctioning exit requirements. State and district writing assessments should re-evaluate their methods considering alternatives proposed by recent writing theory and research. Specifying writing goals which distinguish between minimum functional goals and desirable goals of competence may improve the logic, utility and fairness of test procedures. Appropriate writing tasks should be designed to provide a full rhetorical context, and time to engage in all parts of the writing process. An integrated instructional system which targets particular writing elements as important basic competencies would involve teachers and evaluators in specification of rating criteria--whether holistic judgments or several separate analytic scores. The technical quality of rating criteria is a problem of scale stability and validity. Cost concerns should not outweigh concerns for fairness and utility. (CM)

ED 228 301 TM 830 222

Tjosvold, Dean
Learning to Make Decisions Through Constructive Controversy.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Conflict Resolution; Controversial Issues (Course Content); *Critical Thinking; Daily Living Skills; *Decision Making Skills; Elementary Secondary Education; *Group Discussion; *Interpersonal Communication; *Problem Solving
IDENTIFIERS- *Controversy

Students must make decisions about their lifestyle, future careers, academic pursuits, and classroom and school issues. Learning to make effective decisions for themselves and for society is an important aspect of competence. They can learn decision making through interacting and solving problems with others. A central ingredient for successful group decision making is constructive controversy. Students should express their opposing views openly, explore other opinions, understand different perspectives, and integrate ideas and information into high quality, accepted solutions. To make controversy constructive, they should realize that they have strongly positive-linked goals; convey acceptance of the other as a person; influence and be open to being influenced rather than dominate and control each other; and, view the problem as a challenge to solve rather than feel the stress of a crisis or the apathy of underestimation. These results emphasize the importance of having students practice their constructive controversy skills by participating in classroom and school decision making. (Author)

ED 228 285 TM 830 173

Dettmann, David F.; And Others
The Development and Standardization of the Iowa Aging Inventory.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Achievement Tests; *Aging (Individuals); Aging Education; *Gerontology; Older Adults; Standardized Tests; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Facts on Aging Quiz (Palmore); *Iowa Aging Inventory

The assessment of the changes in knowledge about aging is essential to the development of aging courses and curricula. The present instrument was designed to reliably and validly measure various areas of information about aging. An item pool was gathered by examining texts and printed materials and consulting with persons specializing in gerontology. Existing instruments were also surveyed and types of items, as well as areas covered, were examined. The first draft of the instrument was administered to both undergraduate and graduate classes in gerontology in the fields of nursing, sociology, social work, and residents in internal medicine. The initial draft was also administered to several undergraduate and graduate classes in courses unrelated to the field of gerontology. The resultant 100-item Iowa Aging Inventory was developed to have four 25-item subscales: financial, medical and biological, psychological, and social/living environment aspects of aging. Preliminary data show the inventory to be reliable and valid. The Iowa Aging Inventory, along with its subscale items and answers, is included. (Author/PN)

ED 228 286 TM 830 175

Freeman, Howard E.
A Federal Evaluation Agenda for the 1980's: Some Speculations and Suggestions.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-182
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Accountability; Block Grants; Educational Finance; *Evaluation Needs; *Evaluation Utilization; *Federal Programs; Federal State Relationship; Futures (of Society); Human Services; Program Effectiveness; *Program Evaluation; Public Policy
IDENTIFIERS- *Reagan Administration

Given the fundamental program changes that have occurred in the nation's social programs since President Reagan took office, federal evaluation activities need to be rethought and redirected. It is critical that the utility of programs be documented, economical delivery services be developed, and redundancy of interventions be reduced to optimize the return from public expenditures. It is urgent that a revised federal evaluation agenda be formulated which could be influential in determining future social program policies. During the past decade the strong evaluation capacities developed in domestic social programs were coupled with increasing dissemination and utilization of evaluation results which are now relevant to current White House commitments. In setting evaluation objectives and priorities for the 1980's, five activities require both short- and long-term investments: (1) estimation of the net impact, in terms of cost savings and consequences for populations, of implemented and projected cutbacks in social programs; (2) implementation of social experiments to provide services at reduced costs by increasing competition, consumer options and volunteerism; (3) examination of the objectives and priorities among current social programs; (4) assessment of established programs in comparison with alternative interventions; and (5) development of accountability procedures to maximize block grant program impacts. (CM)

ED 228 302 TM 830 223

Klein, Gerald A.
The Life Role Skills Laboratory Project: An LEA Consortium Effort in Georgia to Develop Instructional Activities in Four Life Role Areas.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accountability; *Basic Skills; Criterion Referenced Tests; *Daily Living Skills; *Graduation Requirements; *Minimum Competencies; Minimum Competency Testing; Program Development; *Program Implementation; *State Departments of Education; State Programs; Testing Programs
IDENTIFIERS- *Georgia

The statewide implementation of the Georgia State Board of Education (GSBE) policy for high school graduation requirements was begun in September, 1980. It specifically stated that the GSBE would be responsible for assessing the basic skills, or learner skills, of students enrolled in public schools. It further stated that each local school system was responsible for certifying the student competent in four additional life role areas, the producer, the consumer, the citizen and the individual. Students will be required to pass the Georgia Basic Skills Test to demonstrate competency as a learner and will be required additionally to demonstrate competency in the four life role areas. This requires each local school system to establish and approve the performance objectives for each life role area, develop assessment instruments to measure these objectives, and develop remediation programs. A bank of items (n=1450) was made available to school systems to use as a base pool in developing their own item bank. In the Life Role Skills Lab Project, materials for remediation were developed and implemented under a pilot test and evaluation design geared to the criteria for state validation. (PN)

ED 228 271 TM 830 120

Shaha, Steven H.
Cognitive Processes Functional in Spatial Recall.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-193
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; *Concept Formation; Higher Education; Map Skills; Pictorial Stimuli; *Recall (Psychology); Secondary Education; *Spatial Ability; Verbal Ability
IDENTIFIERS- *Field Dependence Independence; *Figural Creativity; Learning Strategies

Little is known about the precise nature of the processing, storage, and recall strategies functional in spatial recall. High school and college samples completed tasks in field-dependence-independence, figural creativity, and verbal abilities. Spatial recall ability was assessed through a map reconstruction task in which subjects were required to accurately reproduce the spatial location of features they recalled from a learned map stimulus. Results showed that field-dependence-independence and figural creativity were significant determinants of spatial recall for both samples. Verbal ability was a significant factor only for the less verbal, more heterogeneous high school sample. The data support a model of cognitive processing in which effective recall of spatial attributes is dictated by subjects' abilities to treat spatial arrays as part-whole relations: Individual entities must be considered as separable from the whole map context. The results are discussed in conjunction with accepted theories of human memory and spatial cognition. (Author)

ED 228 287 TM 830 177

Williams, Richard C.; Bank, Adrianne
Linking Testing and Evaluation Activities with Instruction: Can School Districts Make It Happen?
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-184
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Decision Making; Elementary Secondary Education; Evaluation; *Evaluation Utilization; Field Studies; *Instructional Development; Longitudinal Studies; *School Districts; *Testing; *Test Use

The attempt by a small number of school districts to forge a linkage among testing and evaluation and instructional decision making is examined. The sample districts (approximately six) exhibit characteristics that represent the diversity of American school districts in size, locale, and student demographics. Three researchers spent approximately 1 week in each district visiting schools and district offices, interviewing district participants, and examining relevant documents and records. District respondents were asked about three general areas: (1) Why is this district trying to link testing and evaluation with instructional decision-making? (2) How does this district do this? and (3) What effects have the linking activities had? The following three specific questions are discussed as they relate to the first two areas of interest: (1) What are the incentives and disincentives that operate in school districts attempting to forge an evaluation-testing-instruction linkage? (2) What are examples of the approaches districts are taking to forge these linkages? and (3) What are the potential contributions this research has for school improvement? (PN)

ED 228 303 TM 830 224

Tetreau, Bernard; Trahan, Michel
The Measurement of Vocational Interests through Pictorial Stimuli.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cross Cultural Studies; Factor Analysis; Foreign Countries; Higher Education; High Schools; *Interest Inventories; Item Analysis; *Nonverbal Tests; *Pictorial Stimuli; Slides; Standardized Tests; *Test Construction; *Test Reliability; Vocational Interests
IDENTIFIERS- Brazil; Canada; *Cross Cultural Testing; *Tetreau Trahan Visual Interest Test

The Tetreau-Trahan Visual Interest Test (TTVIT) was constructed to counteract the influence of verbal and cognitive factors in the measurement of vocational interests. Two forms were developed--a pictorial test based on color slides of various occupations, as well as a verbal form to be used in comparative studies with samples of persons from different linguistic, cultural, and socioeconomic backgrounds. Item analyses and factorial studies show that the TTVIT is a reliable nonverbal test (alpha coefficients of .82 to .95) yielding scores on scales corresponding to Holland's interests and personality typology. It is now standardized for the high school and college populations of Quebec and Brazil. Given its 20-minute administration time, the possibility of immediately self-scoring and interpreting the responses within an empirically based theoretical framework, and the nonverbal nature of the items which facilitate the prompting of an emotional response, the TTVIT is a practical instrument as well as a tool of cross-cultural interest research allowing for direct comparisons from the same stimuli. (PN)

ED 228 304 TM 830 225

Winn, Bill
Processing and Interpreting Spatial Information Represented Graphically.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; Diagrams; Graphic Arts; Imagery; Instructional Design; *Layout (Publications); Learning Processes; *Material Development; *Visual Learning
IDENTIFIERS- *Graphic Representation; Physical Properties

This paper proposes that three properties of graphic materials can be manipulated by instructional designers to model cognitive processes and thus help students learn. These properties are: the distance of elements in the graphic display from each other, the orientation of the elements to each other, and the sequence in which the elements are encountered. Research from the last 15 years regarding these properties is surveyed and discussed. Studies of imagery, the symbolic distance effect, eye movement, semantic distance, and diagrams are included. The survey presents evidence for parallels and analogies between the form of graphic material that is presented to or imaged by learners, and the way it is processed. This leads to the conclusion that the form graphic materials take influences the learning strategy that the learner uses more than the form of internal representation. (Author)

ED 228 288 TM 830 193

Reckase, Mark D.; McKinley, Robert L.
The Definition of Difficulty and Discrimination for Multidimensional Item Response Theory Models.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Programs; *Difficulty Level; Goodness of Fit; *Latent Trait Theory; *Mathematical Models; Research Needs; Research Problems; Statistical Data; *Test Items
IDENTIFIERS- *Discrimination Indices; *Multidimensional Approach; One Parameter Model; Rasch Model; Three Parameter Model; Two Parameter Model

A study was undertaken to develop guidelines for the interpretation of the parameters of three multidimensional item response theory models and to determine the relationship between the parameters and traditional concepts of item difficulty and discrimination. The three models considered were multidimensional extensions of the one-, two-, and three-parameter logistic models. The three models were found to have quite distinct definitions of difficulty and discrimination, making it imperative that the user take care to ensure that the characteristics of the model used match the characteristics of the data to which it is applied. The guidelines developed as a result of this study provide information that should be helpful in ensuring that the appropriate model is used for a particular application. (Author)

ED 228 305 TM 830 227

Tarver, Linda K.; Carr, Dan B.
Teacher Proficiency and Performance in Louisiana.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Competence; *Education Majors; Grade Point Average; Higher Education; *Predictive Measurement; Predictor Variables; *Regression (Statistics); Scores; Standardized Tests; *Teacher Certification; Teacher Evaluation; *Teacher Qualifications
IDENTIFIERS- *ACT Assessment; American College Testing Program; *National Teacher Examinations

Using a statewide sample of Louisiana's prospective teachers' results on the National Teacher Examinations (NTE) (N=5,642), the investigation probed the relationships between NTE composite scores, Weighted Common Examination Total (WCET) scores, and WCET subscores with selected predictor variables (overall grade point average (GPA); GPA in professional education courses; GPA in major teaching area; and ACT assessment composite and area scores). Two basic questions were addressed: (1) Which predictor variables or combination of predictor variables are effective predictors of examinees' composite NTE scores? and (2) Which among the predictor variables investigated are correlated with examinees' WCET scores? Using the Statistical Analysis System (SAS) package, multiple correlations and regression analysis were employed to determine the strength of the relationship between each predictor variable and combination of predictor variables and NTE composite scores or subscores. The best single predictor of NTE composite scores is ACT overall score. Final results of the analysis, along with descriptive data, are reported in narrative, tabular, and chart forms. (PN)

ED 228 289 TM 830 197

Plake, Barbara S.; And Others
Differential Performance of Males and Females on Easy to Hard Item Arrangements; Influence of Feedback at the Item Level.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Difficulty Level; *Feedback; Higher Education; Scoring; *Sex Differences; Test Bias; *Test Format; *Testing Problems; *Test Items
IDENTIFIERS- Answer Until Correct; Differential Reinforcement; *Item Position (Tests); Latin Squares

Differential test performance by undergraduate males and females enrolled in a developmental educational psychology course (n=167) was reported on a quantitative examination as a function of item arrangement. Males were expected to perform better than females on tests whose items arranged easy to hard. Plake and Ansorge (1982) speculated this may be a function of differential reinforcement backgrounds of males and females. This study used a Latin Square design and provided item performance feedback for a nonquantitative examination. A scoring method was used which allowed students to ascertain, on each item as they proceeded through the test, whether their answer was correct or not. To control for effects of test specificity the study involved three course examinations given throughout the semester. Significant sex-by-order effects did not occur but the lack of this effect could possibly be due to the use of a nonquantitative examination. It still remains to be seen whether, in using a quantitative examination, differential effects of item feedback may be a source of explanation for the evidence for sex-by-order effects. (Author/PN)

ED 228 306 TM 830 228

Harnisch, Delwyn L.; Torres, Rosalie T.
Techniques for Detecting Student Errors: An Investigation with a Reading Test.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Assessment; Elementary Secondary Education; Error Patterns; *Mathematics Skills; National Surveys; Reading Comprehension; *Reading Tests; *Responses; *Student Characteristics; Student Evaluation; Study Skills; Test Wiseness
IDENTIFIERS- *Modified Caution Index; National Assessment of Educational Progress; *Response Patterns

An index identifying factors leading to unusual response patterns by students, the modified caution index, was computed for the reading comprehension and study skills items of Booklet 5 from the 1979 National Assessment of Educational Progress (NAEP) reading achievement survey given to the 9-, 13- and 17-year-old samples. The analyses focused on reporting student and school variables associated with unusual response patterns (high modified caution indices). The findings were compared to the results of a similar study which examined 13-year-olds' performance on the 1978 NAEP mathematics survey. Taken together, these studies provide a description of the relationship between the characteristics of students and their response patterns to a selection of items used to survey mathematics and reading performance levels in the United States. This description helps to illustrate how response pattern analyses conducted within local school settings can be used to identify individual students inadequately prepared for test material, as well as groups of students (classrooms) for whom content coverage was not consistent with specified instructional objectives. (PN)

ED 228 290 TM 830 199

Guida, Frank; And Others

Academic Anxiety, Time-on-Task and Achievement: A Structural Model.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Anxiety; Attention Span; Black Students; *Grade 7; Low Achievement; *Mathematical Models; *Reading Achievement; Reading Tests; Secondary Education; Student Reaction; *Time on Task; Urban Education
IDENTIFIERS- End of Cycle Reading Test; Iowa Tests of Basic Skills

Considerable research has been conducted on the effect of anxiety on academic achievement. The most consistent finding is that high anxiety is associated with low performance, particularly at the elementary school level. To explain this situation, some researchers have hypothesized that anxiety debilitates students' attention span or time-on-task thus negatively affecting their achievement. This study tested that hypothesis. The sample consisted of 91 inner city black students between the ages of 12 and 14. The achievement area was seventh grade reading. Two instruments measured each of the three constructs (academic anxiety, time-on-task and reading achievement). A structural equation model tested the association among the variables. The results confirmed the hypothesized negative association between anxiety and achievement and the positive relation between time-on-task and achievement. When the time-on-task parameter was included in the model the association of anxiety with achievement dropped significantly. This finding is taken as evidence for the importance of time-on-task as a mediating variable between academic anxiety and reading achievement. (Author)

ED 228 307 TM 830 229

Smith, Richard M.
Test Fairness Is a Personal Issue!
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Ability; Error of Measurement; Error Patterns; Higher Education; *Individual Differences; Latent Trait Theory; *Measurement Techniques; Psychometrics; Racial Bias; *Scores; Sex Bias; *Statistical Bias; *Test Bias; Testing Problems; *Test Items
IDENTIFIERS- New Jersey College Basic Skills Placement Test; *Rasch Model

Previous studies of test item bias have investigated how different groups of examinees perform differently on a given set of items. These studies imply that examinees should be treated in a certain way because they are of a particular sex or race rather than as individuals in their own right, but it is unrealistic and unfair to assume such an action is appropriate for every member of a group. Recent developments in psychometrics make it possible to consider each person, regardless of race or sex, as a unique population measureable only on those items which are "fair" for that individual. This study presents techniques for assessing whether and to what degree an individual was measured unfairly by a set of items. These techniques were applied to a sample from the statewide administration of the New Jersey College Basic Skills Test. The analysis determined the number of examinees in various subgroups who were not measured fairly and identified items which caused particular trouble. (Author)

ED 228 291 TM 830 201

Belz, Helene F.

Assessing Social-Interaction Factors in Test-Taking Behavior: Methods Being Used to Develop a Checklist from Observation of High School Students During Testing.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; Cultural Differences; *Factor Analysis; Interaction; Observation; *Research Methodology; Secondary Education; *Social Characteristics; *Student Behavior; Test Construction; Testing; *Test Wiseness
IDENTIFIERS- *Wechsler Intelligence Scale for Children

Described here are methods being worked out, inductively, to convert to quantifiable factors a set of 144 personal interaction variables observed during individual testing of a multi-cultural sample of 50 high school students referred for school problems. Factor analyses of subsets of variables and comparison of correlations among "factor scores" have been most effective. Observations were for the Wechsler Intelligence Scale for Children (WISC); a parallel study for the Wechsler Adult Intelligence Scale (WAIS) is in process. The goal is a checklist for extraneous interactions for use in studies of culturally based factors which interfere with students' functioning when they are tested or when they are aroused by tutorial or evaluative figures, generally, and thereby lead to "false positives" in the assessment of disabilities. Tentative conclusions are: (1) that the same observed behavior, e.g., "smiles," may signal different things on different subtests; (2) that both subtest-specific and more general cross-subtest factors can be identified; (3) that related sets of factors, or syndromes which seem to function as macroprocesses, can be recognized; and (4) that style factors consisting of positively and negatively loaded variables were significantly related to ethnicity, but not to other demographic variables in the sample. (Author/CM)

ED 228 308 TM 830 230

Fraser, Barry J.
Use of Classroom Environment Instruments in Person-Environment Fit Research.
Western Australian Inst. of Tech., Perth.
SPONS. AGENCY- Australian Education Research and Development Committee, Canberra.
REPORT NO.- ISBN-0-909848-47-5
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; *Classroom Environment; Evaluation Methods; Foreign Countries; Junior High Schools; *Questionnaires; *Student Attitudes; Student Characteristics; *Student Reaction
IDENTIFIERS- Australia; *Classroom Environment Scale (Trickett and Moos); *Individualized Classroom Environment Questionnaire; Person Fit Measures

A comprehensive and rigorous investigation of the person-environment fit hypothesis that students achieve better in their preferred environment is described. The design of this study included four notable features. First, the student outcome domain included a comprehensive range of six affective and three cognitive outcomes. Second, classroom environment was measured with the five scales contained in the Individualized Classroom Environment Questionnaire (ICEQ) and the nine scales which make up an instrument called the Classroom Environment Scale (CES). Third, the sample size of 116 junior high school classes was large and permitted use of the class mean as the unit of statistical analysis where this was considered appropriate. Fourth, it provided a methodological improvement in that it made use of regression surface analysis to provide a powerful multivariate method of statistical analysis which enabled person-environment interactions to be represented as the products of continuous variables. Results confirmed that students achieved better where there was a greater similarity between the actual classroom environment and that preferred by students. To facilitate future research in the area of classroom environment, attention is given to describing the ICEQ and CES and reporting the impressive validation data obtained with the present sample of 116 classes. (Author/PN)

ED 228 292 TM 830 211

Berne, Robert; Stiefel, Leanna

A Methodological Assessment of Education Equality and Wealth Neutrality Measures. Paper No. 17. A Report to the School Finance Cooperative.

New York Univ., N.Y. Graduate School of Public Administration.

SPONS. AGENCY- Education Commission of the States, Denver, Colo.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

PUB DATE- Jul 78

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Comparative Analysis; *Educational Equity (Finance); *Educational Finance; Equal Education; Evaluation Methods; *Financial Policy; Measurement Objectives; Policy Formation; *Research Methodology; School Districts; *State Aid

IDENTIFIERS- Unit of Analysis Problems; *Wealth Neutrality Measures

The questions of whether a number of equality and wealth neutrality measures agree, within the respective groups, when used to assess one state over time or to compare a number of states at one point in time are addressed. The basic analyses in this study show that for four assessments (equality in a state over time, wealth neutrality in a state over time, equality across states, and wealth neutrality across states), there is far from perfect agreement among the various measures and between units of analysis. But these findings result from a focus on a particular dependent variable, independent variable, pupil measure, two units of analysis, and a specific set of equality and wealth neutrality measures. The level of comparability for the variable limits the conclusions to measurement methodology and not to specific states. However, the selection of a subset of measures will make comparisons over time and across states more discriminating or less ambiguous. The critical question then becomes whether there is sufficient agreement on the value judgments so that specific measures and units of analysis can be selected. (PN)

ED 228 272 TM 830 121

Shaha, Steven H.; Wittrock, Merlin C.
Cognitive and Affective Processes Related to School Achievement: Implications for Assessment.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-195
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; *Affective Measures; *Affective Objectives; Attention; *Cognitive Measurement; *Cognitive Processes; Cognitive Style; Comprehension; Educational Diagnosis; Intelligence Tests; Predictive Measurement; Self Concept; Student Attitudes; Student Motivation; Test Anxiety

During the last two decades of work in predicting and explaining school achievement, much research has emphasized the identification and measurement of student cognitive and affective processes which predict and also promise to help explain and facilitate school achievement. This review focuses on modifiable cognitive and affective processes, as different from aptitude and ability. The results summarized represent but do not exhaust the findings of recent research relevant to school achievement. Findings on cognitive processes concern generative comprehension processes, imagery, attention and cognitive style. Affective processes include motivation, self-concept, test anxiety, and attitude. The purpose of this review is not simply to caution or advise test development institutions, but to communicate ideas to test users as well. The contention is that intelligence measures yield data concerning momentary states of knowledge or ability. These static descriptions are interpreted as descriptions of student potential. Yet the evidence in this review shows that the affective and cognitive processes underlying intelligence scores are dynamic in nature, and they can be taught and improved. To predict potential scholastic success and provide remedial information to increase that potential, an emphasis upon cognitive and affective processes is essential and logical, and has been too long waiting. (CM)

ED 228 273 TM 830 122

Herman, Joan L.

Criteria for Reviewing District Competency Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-RP-4
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Criterion Referenced Tests; Cutting Scores; *Evaluation Criteria; Formative Evaluation; *Minimum Competency Testing; Models; Performance Factors; *School Districts; Test Bias; *Testing Programs; Test Reliability; *Test Reviews; Test Validity
IDENTIFIERS- Standard Setting

A formative evaluation minimum competency test model is examined. The model systematically uses assessment information to support and facilitate program improvement. In terms of the model, four inter-related qualities are essential for a sound testing program. The content validity perspective looks at how well the district has defined competency goals and the extent to which the tests reflect those definitions--the match between district objectives and test items. The technical quality perspective examines the adequacy of the test as a sound measurement instrument--the goodness of the test itself. Standard setting procedures look at how the district has defined acceptable performance--the standard for determining remedial needs. Finally, curricular validity looks at how well the district's instructional program reflects its objectives and assessment efforts--the match between tests and instruction. (PN)

ED 228 274 TM 830 140

Simpson, William A.
Using a Polytope to Estimate Efficient Production Functions of Joint Product Processes.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Computer Programs; Cost Effectiveness; Economic Factors; *Estimation (Mathematics); Higher Education; *Input Output Analysis; Institutional Evaluation; *Mathematical Models; *Organizational Effectiveness; *Productivity
IDENTIFIERS- *Joint Product Processes (Mathematics); *Polytope (Geometry); Production Process Model

In the last decade, a modeling technique has been developed to handle complex input/output analyses where outputs involve joint products and there are no known mathematical relationships linking the outputs or inputs. The technique uses the geometrical concept of a six-dimensional shape called a polytope to analyze the efficiency of each constituent unit--department or university--within a higher education system. Farrell's method represents each institution as a point with multiple input and multiple output (joint products) coordinates. The institutions are plotted in six dimensional space, then joined by line segments to enclose the smallest possible convex region as a six dimensional polytope. If the surface of the polytope is the frontier productivity function, then the distance to the surface from each point measures the production efficiency of that point. The model and variations are largely explained by use of simple examples in two dimensions. Computer algorithms developed to handle the more realistic cases use higher dimensional polytopes. References to more detailed expositions, accounts of actual applications, and existing computer programs enlarge on this description of the methodology. (Author/CM)

ED 228 275 TM 830 143

Dorr-Bremme, Donald
Ethnographic Study of Los Angeles Unified School District's Permits with Transportation (PWT) Program.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-R-189
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Access to Education; *Busing; Case Studies; Decision Making; Educational Policy; Elementary Secondary Education; *Ethnography; Intergroup Relations; Program Development; *Program Effectiveness; Program Evaluation; School Buses; *Student Transportation; *Voluntary Desegregation
IDENTIFIERS- *Los Angeles Unified School District CA

The Los Angeles Unified School District's Permit with Transportation (PWT) Program allows volunteering students to be bused to attend schools other than those to which they would normally be assigned on the basis of residential location. Described are aspects of student participants' experiences, and of PWT Program activities at four receiving schools to answer the following questions: (1) To what extent are the students participating in PWT integrated into social life at the receiving schools? (2) What policies, programs, and activities specifically related to the PWT Program are carried out in the receiving schools? (3) In general, what are staff members' views on the PWT Program? Over a period of 4 weeks, two trained field researchers spent about 50 hours at each of two elementary and two secondary schools observing students and staff. Debriefing tapes, and all interview and observation notes were reviewed to synthesize the data. The findings of the study are presented in two forms. A narrative description of four vignettes depicts the social life of PWT students at each school. The findings are also presented--separately for elementary and high schools--as answers to questions policy makers and program managers might ask. (PN)

ED 228 276 TM 830 144

Burry, James
Evaluation and Documentation: Making Them Work Together.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-RP-2
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Documentation; Educational Planning; *Evaluation Methods; Formative Evaluation; *Information Needs; Interviews; Observation; *Program Descriptions; *Program Effectiveness; *Program Evaluation; Questionnaires; Records (Forms); Summative Evaluation

Program documentation is an important role for evaluation in both formative and summative modes. It should describe processes, materials, participants and social interactions which produce certain outcomes. Program evaluation should judge the effect of the program and depict effective practices, products and outcomes. To demonstrate program implementation and achievement, thorough documentation is required. Documentation methods should suit the needs of the individual program. These needs are likely to be influenced by audience; credibility; planning needs; decision makers at local, state, or other levels; time factors; and the nature of the program. At a minimum, documentation should provide information on program frame factors such as participants, resources and facilities, and program events and activities, including materials used and procedures. The principal approaches, used singly or in combination, gather information directly from participants by written descriptions, interviews, or questionnaires; program records; and direct observation of the program setting. Three points of view toward documentation validity are (1) consistency with the program plan; (2) plan-free documentation; and (3) theory-based documentation. These three points of view are illustrated with suggestions for practice and setting up the documentation system. (CM)

ED 228 277 TM 830 150

Baker, Eva L.

Issues in Achievement Testing.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-RP-3
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Achievement Tests; Criterion Referenced Tests; Elementary Secondary Education; Glossaries; *Public Schools; Test Bias; *Testing; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- Issues Approach

This booklet is intended to help school personnel, parents, students, and members of the community understand concepts and research relating to achievement testing in public schools. The paper's sections include: (1) test use with direct effects on students (test of certification, selection, and placement); (2) test use with indirect effects on students (making judgments concerning the quality of an instructional program or the teaching staff, or to validate the worth of a curriculum or specific practices); (3) criterion-referenced tests (tests that provide an estimate or approximation of how much a student knows about a subject); (4) technical features of tests (test validity, setting standards, test reliability, and test bias); (5) test use (principles to guide school use of tests); and (6) activism and testing (a strategy to help teachers, school administrators, and parents question information not conveyed in common lanugage). (PN)

ED 228 262 TM 820 782

Local/State Bilingual Project. 1981-82 Final Technical Report. Appendixes.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.44
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Achievement Tests; *Basic Skills; *Bilingual Education; Elementary Education; English (Second Language); Evaluation Methods; *Language Tests; *Program Evaluation; Reading Tests; School Districts; *Spanish Speaking; State School District Relationship; Test Results
IDENTIFIERS- *Austin Independent School District TX

The 1981-82 Local/State Bilingual Program Technical Report addresses the evaluation questions of the Local/State Bilingual Program Evaluation Design. It is organized into six appendixes. Each appendix reports the information collected by a specific measure. Each appendix consists of (1) an instrument description, (2) purpose of the measure, (3) procedures used to collect the data, (4) summary of results, and (5) tables and figures presenting the data. The appendixes describe the following measures: PAL Oral Language Dominance Measure, Iowa Test of Basic Skills, Spanish Reading Test (Prueba de Lectura), Language Assessment Battery, Potential Policy Changes in Limited English Proficiency (LEP) Procedures, and Masterfile of LEP students. (Author/PN)

ED 228 246 SP 022 450

Good, Thomas L.; Hinkel, Gail M.
Schooling in America: Some Descriptive and Explanatory Statements.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 82
CONTRACT- NIEP820046
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; *Classroom Environment; Classroom Research; Classroom Techniques; Elementary School Curriculum; Elementary Secondary Education; Expectation; Secondary School Curriculum; *Student Behavior; Student Motivation; *Teacher Behavior; Teacher Influence; *Teaching Methods; Time Factors (Learning)
IDENTIFIERS- National Commission on Excellence in Education

This paper briefly characterizes schooling in America in broad terms, describes what is known about the relationship between teacher behavior and student behavior, and explains why certain classroom characteristics are related to student achievement. The paper begins with a description, of classroom practices in American schools, based in part upon selected papers that have been presented to the National Commission on Excellence in Education. Findings cited in this paper indicate that teachers vary widely in: (1) use of classroom time; (2) management of classroom activities; (3) selection and design of classroom learning tasks; (4) teaching and communicating with students; and (5) expectations and academic standards held for themselves, peers, classes, and individual students. It is noted that research also demonstrates that these aspects of classroom life are related to student achievement. This paper describes these research findings, particularly in the areas of: (1) time and learning; (2) classroom management; (3) active teaching; (4) curriculum content and academic work structures; (5) teacher expectations; (6) student influence; and (7) motivation and personal investment. Research findings are used to suggest how particular patterns of classroom behavior hinder or facilitate student achievement. References are included. (CJ)

ED 228 254 TM 820 774

Drugs Off Campus. Final Technical Report. Appendixes.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-81.54
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Attitudes; Alcoholic Beverages; Board of Education Policy; *Drug Use; High Schools; *Program Evaluation; *Search and Seizure; Student Attitudes; *Student School Relationship; Surveys; Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX

In the 1981-82 school year, the Austin Independent School District used trained dogs and handlers to detect illegal drugs and alcohol on the campuses of two high schools. The appendixes of the evaluation designed to gather useful data concerning program effectiveness are presented here. Data from a survey of staff and students, interviews with students and administrators, a survey of teachers and of other districts, and school records are summarized. The technical report documents the purpose, procedures, and results for each information source examined. (CM)

ED 228 255 TM 820 775

1981-82 Program for the Gifted and Talented. Evaluation Design.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-81.45
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academically Gifted; Cognitive Processes; Creativity; Data Collection; Educational Testing; Elementary Secondary Education; *Evaluation Criteria; *Program Effectiveness; *Program Evaluation; *Research Design; Student Placement; *Talent Development
IDENTIFIERS- *Austin Independent School District TX; Torrance Tests of Creative Thinking

The program for gifted and talented students in the Austin Independent School District consists of 126 programs in grades K-12 to develop skills and abilities in academic subjects, music, art, problem-solving, and coping with giftedness. The program has been in effect since 1975. The focus of the evaluation in 1981-82 is the identification of program characteristics and unique features from which subsequent changes can be studied. The evaluation will also provide formative data, e.g., which components of the present program, if any, should be modified or deleted; and whether any components should be added. The relevant evaluation questions and objectives, the information sources to provide evaluation data, and the program information needs are described. Curriculum development and achievement are secondary evaluation interests. (CM)

ED 228 256 TM 820 776

Elementary Staffing Study. Final Technical Report. Appendixes.
Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.42
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Data Collection; Elementary Education; Elementary School Teachers; Evaluation Criteria; *Personnel Management; *Resource Allocation; School Districts; *School Personnel; *Staff Utilization
IDENTIFIERS- *Austin Independent School District TX

The Elementary Staffing Study was conducted to develop a formula for determining the allocation of personnel positions and services for individual elementary school campuses in the Austin Independent School District. The 1981-82 study was meant to identify factors to be considered in personnel assignment, to "weight" each factor, and to use the factors and weights in developing the allocation formula. Items to be accounted for include enrollment, program multiplicity, achievement levels, and socioeconomic status. The appendixes include a literature review of the Educational Resource Information Center (ERIC) database regarding staffing formula development and use, a school district staffing survey, and an interview with the Director of Staff Personnel. Each source was used to answer one or more evaluation questions, decision questions, and/or information need requirements. Study data and results are presented with the purpose and procedures for using each information source. (CM)

ED 228 257 TM 820 777

ESAA/District Priorities--Systemwide Desegregation. Final Technical Report. Appendixes.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-81.73
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; Administrator Attitudes; Black Students; *Data Collection; *Desegregation Effects; Discipline Problems; Dropouts; Elementary Secondary Education; *Evaluation Methods; *Literature Reviews; *Program Effectiveness; School Desegregation; School Districts; Spanish Speaking; Teacher Attitudes; Teacher Integration
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Sequential Tests of Educational Progress

The purpose, procedures, analyses, and results are documented for seven information sources used by Austin (Texas) Independent School District in the Emergency School Aid Act (ESAA)/Districtwide Priorities--Systemwide Desegregation Evaluation, 1981-82. The information sources include: (1) Iowa Tests of Basic Skills, (2) Sequential Tests of Educational Progress, (3) teacher survey, (4) administrator survey, (5) school leavers file, (6) a survey of the literature on school dropouts, and (6) a survey of the literature on school effectiveness. Each source is discussed in an appendix. Each appendix answers one or more decision questions, evaluation questions, and/or information needs from the Evaluation Design-including (1) an instrument description, (2) purpose for administering the instrument, (3) procedures used to collect data, (4) results, and (5) figures presenting the data. (Author/PN)

ED 228 258 TM 820 778

Effective Schools Questionnaires, 1981-82.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-81.67
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; Check Lists; Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Low Income Groups; Parent Attitudes; Program Effectiveness; *Questionnaires; *School Attitudes; *School Effectiveness; Student Attitudes; Teacher Attitudes

Five questionnaires based on Ronald Edmonds' work on "effective schools" were developed for elementary and secondary students, teachers, principals, and parents. They were designed to assess the perceptions of each group on the five areas identified by Edmonds as distinguishing effective and ineffective schools for students from low-income families. These characteristics represent areas to which schools may look for improvement. They are: (1) the principal is a strong instructional leader; (2) there is an emphasis on basic skills; (3) pupil progress is monitored frequently; (4) school staff have positive expectations for all students; and (5) the schools' climate is safe, orderly, and business-like. The questionnaires were designed for optional use by the principals themselves. An attached memo provides the principals with instructions on using the instruments and interpreting the results, although there are no norms available. (PN)

ED 228 259 TM 820 779

ESEA Title I, 1981-82 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-81.33
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Achievement Gains; *Basic Skills; *Compensatory Education; Elementary Education; Longitudinal Studies; Low Achievement; Low Income Groups; Parent Participation; Preschool Education; *Program Evaluation; School Districts; Supplementary Education; *Testing Programs; Test Results
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title VII

The purpose, procedures, analyses, and results are documented for eight information sources used by the Austin (Texas) Independent School District's Title I Evaluation in 1981-82. These information sources include: (1) Peabody Picture Vocabulary Test; (2) Iowa Test of Basic Skills; (3) Title I Service Report; (4) Kindergarten Observations; (5) Parent Advisory Council Records; (6) Parent Survey; (7) Principal Interview; and (8) Metropolitan Readiness Tests. Each source is contained in an appendix devoted singularly to that instrument. Each source answers one or more evaluation questions, decision questions, and/or information needs from the Evaluation Design. For each source, five types of information are included: (1) an instrument description, (2) purpose for administering the instrument, (3) procedures used to collect data, (4) analyses and results, and (5) figures presenting the data. Also appended are a prekindergarten longitudinal file and a comparative study across the Title I, Migrant, and Title VII Pre-Kindergarten Programs. (Author/PN)

ED 228 260 TM 820 780

Needs Assessment for the Preparation of the 1982-83 Chapter I Application. Appendixes.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-81.48
PUB DATE- 22 Feb 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Attendance Patterns; Economically Disadvantaged; Educational Needs; *Educational Planning; Elementary Secondary Education; Evaluation Methods; *Low Income Groups; *Needs Assessment; *Program Development; *Resource Allocation; *School Demography; Student Evaluation; Student Placement
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title I

Information necessary to the planning of the 1982-83 Austin (Texas) Independent School District Chapter I Program is provided in four sections. The first section describes in detail how the attendance areas were ranked by percentages of low-income students. The second section describes ranking procedures altered to reflect differences in educational need. The tables in the third section are used to determine the subject matter and grade levels to be served, and to estimate the number of eligible participants at each school for various selection criteria. The final section contains four sets of contingency tables showing eligible students for various numbers of schools served and selection criteria chosen. (Author/PN)

ED 228 261 TM 820 781

ESEA Title I Migrant. Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-81.26
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Achievement Gains; *Basic Skills; Communication Skills; Elementary Secondary Education; Longitudinal Studies; Migrant Education; Migrant Health Services; *Migrant Programs; Parent Participation; Preschool Education; *Program Evaluation; School Districts; Summer Schools; Testing Programs; Transfer Students
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title VII; Migrant Student Record Transfer System

The 1981-82 Austin (Texas) Independent School District Title I Migrant Program consisted of seven components: three instructional components--prekindergarten, communication skills, and summer school; and four support components--health services, parental involvement, migrant student record transfer system (MSRTS), and evaluation. The major evaluation findings are summarized by program component (except for evaluation and summer school components). The findings are reported in greater detail in the 19 appendixes. Each appendix reports the information collected by a specific measure and includes: (1) an instrument description, (2) purpose of the measure, (3) procedures used to collect data, (4) results, (5) figures presenting the data, and (6) supporting documents to the data collection process. The appendixes describe the following measures: Peabody Picture Vocabulary Test, Iowa Tests of Basic Skills, Sequential Tests of Educational Progress, Pre-K Longitudinal File, K-12 Longitudinal File, Migrant Student Master File, Migrant Student Attendance Record, Secondary Teacher Activity Record, Migrant Teacher Questionnaire, Math Rainbow Kit Teacher Questionnaire, Math Rainbow Kit Parent Questionnaire, Migrant Staff Interview, Title I/Migrant Parent Survey, Migrant Health Services Form, Migrant Medical Expenses Form, Parent Advisory Council Records, MSRTS Records, Documentation of the High School Migrant Tutorial Services, and Prekindergarten Teacher Interview. (Author/PN)

ED 228 240 SP 022 302

Duckworth, Kenneth
Some Ideas about Student Cognition, Motivation, and Work.
National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Improvement; Educational Quality; Educational Resources; Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; School Role; *Student Needs; *Student Responsibility; *Student Role; *Teacher Role; Teaching Conditions; Teaching Load
IDENTIFIERS- National Commission on Excellence in Education

Redefinition of the student role and teaching conditions that may be necessary to create such a role are discussed. The author integrates the ideas in three papers: (1) "Understanding Intelligence: What's in It for Educators?" (Robert Sternberg and Richard Wagner); (2) "Academic Work" (Walter Doyle); and (3) "Motivating Students to Learn: A Lifelong Perspective" (Deborah Stipek). Offered in this paper are recommendations for the redefinition of the student role with respect to higher order learning objectives. These recommendations include discussion in the following areas: (1) building on the foundations of direct instruction; (2) grounding higher-order learning on ideals and exemplars; (3) developing student capacity for self-management of work; and (4) distinguishing short-term and long-term values of learning. Implications are also drawn for changes in teaching conditions that may be necessary to create such a student role. Discussion with regard to teacher work agenda, resources, and incentives is included. (JM)

ED 228 241 SP 022 303

Neufeld, Barbara; And Others
A Review of Effective Schools Research: The Message for Secondary Schools.
Huron Inst., Cambridge, Mass.; National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Environment; *Educational Research; Elementary Secondary Education; *Institutional Characteristics; *Leadership Responsibility; Minority Groups; *Research Utilization; *School Effectiveness; Student School Relationship; Teacher Effectiveness
IDENTIFIERS- National Commission on Excellence in Education

A summary and critique is presented on research of effective schools, based primarily on a review of the reviews written about that work. It is pointed out that the majority of research findings came from studies of elementary schools and focused upon the characteristics of effective schools for minority and poor students. Most research reviewed for this analysis was exploratory and descriptive, aiming to find effective schools and then deducing characteristics associated with effectiveness. For most studies reviewed, researchers did not develop comprehensive, systematic, and detailed programs with implementation guides for school improvement. However, in many studies, identification was made of features of effective programs. One example noted is of a school staff committed to excellence with high expectations for students and strong administrative leadership. It is suggested that the attitudes, processes, and techniques which characterize effective elementary schools have relevance for secondary schools as well, in spite of differences in organizational structure and educational goals. The appendix provides lists of effective school characteristics which were culled from the reviewed research. (JD)

ED 228 242 SP 022 304

Miles, Matthew B.; And Others
The Extent of Adoption of Effective Schools Programs. Vol. II. Review of Effective Schools Programs.
Huron Inst., Cambridge, Mass.; National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Adoption (Ideas); Educational Research; *Institutional Characteristics; *Program Implementation; *Research Utilization; *School Effectiveness; Secondary Education; Student Behavior; Teacher Effectiveness
IDENTIFIERS- National Commission on Excellence in Education

A study was made of 39 secondary schools which had implemented new programs that had a research base in the effective schools/classrooms literature, that were well-defined, and that emphasized improvement effort at the building level. A discussion presenting the aims and methods of the study includes a working definition of the effective schools programs and a description of the sample schools' characteristics. Findings are reported on: (1) characteristics of the districts and community settings of the schools which adopted the new programs; (2) program targets, goals, components, types, research bases, and elementary-secondary differences; (3) timing and scope of implementation, including length, funding sources, and costs; and (4) types and degree of program impact, causative factors, and implementation intentions. A summary of findings includes a discussion on the future of effective schools programs in high schools. A list of programs and districts included in this study is appended. (JD)

ED 228 243 SP 022 305

Farrar, Eleanor; And Others
Effective Schools Programs in High Schools: Implications for Policy, Practice and Research. Volume III. Review of Effective School Programs. Final Report.
Huron Inst., Cambridge, Mass.; National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Role; Adoption (Ideas); High Schools; *Institutional Characteristics; *Long Range Planning; *Program Implementation; *School Effectiveness; Secondary School Curriculum; Staff Development; Student Attitudes; Teacher Attitudes; Teacher Effectiveness; Track System (Education)
IDENTIFIERS- National Commission on Excellence in Education

The effective schools movement, a program which involves school staff in diagnosis of problems, decisions on correcting them, research on the effectiveness of various alternatives, and training and assistance with improvement efforts, has focused, up until now, on elementary schools. The feasibility of transferring these programs to high schools is examined. It is pointed out that, since the research base for the programs derives from studies of minority urban elementary schools, the school characteristics identified are not typical of the average high school; also, because the research base emphasizes achievement at the elementary level, many other goals that are typical of high schools are not addressed. A discussion of the differences between high schools and elementary schools considers: (1) diversity of high school academic and social objectives; (2) large size of high schools; (3) organizational complexity; (4) subject-oriented faculty; (5) frequent movement of students from class to class; (6) tracking of students; (7) complex administrative role of the principal; (8) faculty resistance; (9) student goals and attitudes toward school; and (10) parent and community attitudes toward school responsibilities. (JD)

ED 228 244 SP 022 338

Adelman, Clifford

Devaluation, Diffusion and the College Connection: A Study of High School Transcripts, 1964-1981.

National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Academic Standards; College Admission; College Bound Students; *College Curriculum; College Preparation; *Educational Quality; Graduation Requirements; Higher Education; *High Schools; High School Students; *Secondary School Curriculum; *Track System (Education); Undergraduate Students
IDENTIFIERS- National Commission on Excellence in Education

This paper reanalyzed existing transcript data from: (1) the Study of Academic Prediction and Growth (High School Class of 1969) ; and (2) the New Youth Cohort of the National Longitudinal Study of Labor Market Experience (High School Classes of 1975-1981) in terms of various measures of the quantity of schooling, and in relation to changes in college graduation requirements between 1967 and 1974. Major findings discussed in this paper include: (1) The average credit value of academic courses in high schools has declined considerably since the late 1960s, indicating that less time is being allocated for them and that students are spending less time in the academic curriculum; (2) High school students on all tracks are spending more time in and receiving more credit for "personal service and development" courses, a trend which accounts largely for the results in (1); (3) The dominant student track in high school is now the "General Track"--curriculum dominated by survey, remedial, and personal service coures--and many students in this track go on to college; (4) The secondary school curriculum has become diffused and fragmented over the past 15 years, as have college courses and degrees; and (5) Grade inflation, while significant, has not been as pervasive as assumed, and its locations and sources in the curriculum do not fit easy assumptions. (Author/JM)

ED 228 245 SP 022 449

Whitla, Dean K.

Value Added and Other Related Matters.

National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 81

CONTRACT- NIEP820071

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTIONS- *Achievement Gains; Achievement Tests; *College Students; *Educational Assessment; *Educational Objectives; *Educational Trends; Evaluative Thinking; *General Education; Higher Education; Interpersonal Competence; Interpersonal Relationship; Mastery Learning; Moral Development; Secondary Education; Student Development; Writing (Composition)

IDENTIFIERS- National Commission on Excellence in Education; Scholastic Aptitude Test; *Value Added

The term "value added" refers to the assessment of the amount of learning that takes place during the college years. Two experiments, Value Added I and Value Added II, attempted to measure college students' attainment of eight liberal education objectives: (1) writing ability; (2) analytical ability; (3) sensitivity to ethics, morals, and values; (4) mastery of concepts across major disciplines; (5) appreciation of self, social, and universal understanding; (6) interpersonal relationships; (7) view of life experiences; and (8) broad intellectual and aesthetic interests. Results from the Value Added I experiment demonstrated that change did occur during the college years, and results from Value Added II indicated that colleges can and do add value in very large and significant ways. Findings from these two studies are reflected upon as the author reviews past and current high school and college student trends, including Scholastic Aptitude Test scores, Achievement Test scores, sources of learning, and chosen vocations of graduates. Suggestions for improving the present state of American education are made. (CJ)

ED 228 178 SP 021 980

Krajewski, Robert J.
Teacher Self-Improvement. A Change Model for Beginning Teachers.
PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Beginning Teachers; *Change Strategies; Elementary Secondary Education; *Instructional Improvement; *Supervisory Methods; Teacher Behavior; Teacher Characteristics; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teacher Supervision; Teaching Skills; Teaching Styles

A model for improving instructional skills was developed to offer guidance for administrators or supervisors responsible for overseeing the performance of first year teachers. Developed from research findings on the nature of teaching and learning and the characteristics of an effective teacher, an integral component of the instructional improvement model is systematic observation of teacher performance. The first step in the process is a pre-conference between the supervisor and beginning teacher in which agreement is reached on the observation focus and intent. Teacher input is desirable in selecting the focus of the observation and agreement on observation tools and procedure. The program emphasizes that the supervisor should approach the observation with an open mind, observe objectively, and focus on the agreed-upon targets. Systematic observation processes include personal, video or audio tapes, as well as rating by students, peers, and self assessment by the beginning teacher. A post-observation conference presents an opportunity for discussion between the supervisor and the teacher and the formation of a mutually agreed-upon course of action for improvement. A list of touchstones for beginning teachers is included. (JD)

ED 228 193 SP 022 027

Buchmann, Margret
Justification in Teacher Thinking: An Analysis of Interview Data.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-124
PUB DATE- Jan 83
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Decision Making Skills; Elementary Education; *Elementary School Teachers; Professional Autonomy; Professional Development; *Scheduling; *Teacher Attitudes; Teacher Responsibility; *Teacher Role; *Teaching Styles; Time Blocks; Time Management

Evaluated in this study are 20 elementary school teachers' responses to a categorical statement concerning teacher decision-making. The statement used was: "Teaching depends on dividing the school day into chunks of time for each separate subject-matter area." Using the results, the way the 20 teachers talked is described and analyzed, teaching philosophy is explored, and the question of what characterizes professional thinking in teachers is raised. A distinction, based on differing teacher responses in form and content, is drawn between the self-oriented and role-oriented teacher. It was found that role-oriented teachers in this study saw themselves within a larger picture in which colleagues, the curriculum, and accountability figure in some fashion; whereas, self-oriented teachers are seen as being more concerned with actions, feelings, and current classroom realities. The implications of these findings for understanding the professional thinking of teachers are also given consideration. (Author/JM)

ED 228 208 SP 022 063

Peace Corps Stateside Teacher Training for Volunteers in Liberia. Volume II: Training Program for Teacher Trainers (Group A). Final Report.

PSI Associates, Inc., Washington, DC.

SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 12 Feb 82
CONTRACT- 82-042-1003
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cross Cultural Training; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Overseas Employment; *Teacher Educators; Voluntary Agencies; Volunteers; *Volunteer Training
IDENTIFIERS- *Liberia; *Peace Corps Stateside Teacher Training Model

The goal of the teacher/university education component of the Peace Corps Liberia Education Training Program is to provide trainees with experiential and theoretical learnings that would be useful to them as inservice teacher trainers or university educators for the Ministry of Education, Republic of Liberia. To achieve this goal, training focuses on: (1) acquainting and familiarizing trainees with Liberia-specific information about roles, functions, and organizational structures; (2) instruction in generic teacher training, providing a cursory treatment of several teaching-learning models and approaches to the supervision of inservice and preservice teachers; (3) instruction in cognitive learning theory, emphasizing that cognitive styles are "culture bound" and that the recognition of differences in learning styles is essential to the adaptation and development of curriculum materials; and (4) instruction in workshop planning, implementation, and evaluation. Multiple handouts provided to the volunteers are present in this report. Included are: "The Revised National Curriculum for Monrovia," "Liberia in Language Arts (grades 4-6)," proceedings from mathematics and science workshops on how certain teachers tackled difficult subjects and students, a training syllabus for the workshop for mathematics and science teachers, a section on volunteer-made materials, and a section on using indigenous materials in the classroom. (JM)

ED 228 224 SP 022 110

Souter, Floyd; Bartos, Robert
The Impact of Intermediate Practicum Students on Public Schools.
PUB DATE- 2 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Education; *Elementary School Teachers; Instructional Improvement; *Practicums; Preservice Teacher Education; Professional Development; Student Teacher Relationship; *Teacher Education Programs; Teacher Influence; Teacher Response; *Teaching Experience

The intermediate practicum student's impact on the instructional process, the supervising teacher, and the school as a whole was studied. One hundred twenty-five Georgia College intermediate education students were placed in elementary schools for their practicum, a full-time, 3-week period. Questionnaires were given to both students and supervising teachers following the practicum experience. Results show that when the practicum student was present: (1) Students received more help; (2) More small group work was utilized; (3) Student motivation increased; (4) Instructional activities changed; and (5) Teachers participated in more activities outside the classroom. Appendices include: the practicum student and teacher questionnaire and percentage response to particular questions on the questionnaire for both students and teachers. (JM)

ED 228 163 SP 021 631

Howe, V. M.; Thomson, T.
Life at School. The Acquisition of Autonomous Learning Behaviour in Children from 8 to 16 Years.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
REPORT NO.- ED-81-WS-64
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Class Organization; *Classroom Environment; *Cognitive Style; Developmental Stages; Elementary Secondary Education; Foreign Countries; *Individual Development; *Learning Processes; Locus of Control; Metacognition; *Personal Autonomy; Self Actualization; Student Attitudes; *Student Centered Curriculum; Teacher Role
IDENTIFIERS- *Autonomous Learning; England

Autonomous learning, which implies the development of attitudes of responsibility and self-awareness related to thought processes on the part of the learner, is examined in the context of the organization and structure of the English public school system. Part 1 discusses autonomous learning and the way in which it may be developed in children from age 8 to 16. In Part 2, a description of the English public school system outlines the characteristics of the secondary schools and the age group clusters they serve. An explanation of the system of examinations and certificates used to measure students' progress is included. Part 3 presents a discussion on the learning environments at each stage of a child's schooling, with emphasis on the acquistition and development of autonomous learning behavior in children from 8 to 16 years. In Part 4, examples are presented of autonomous learning in selected English middle and secondary schools. Examples focus on the subjects of French, science, English, drama, technology, and design. Conclusions on the value of autonomous learning are offered in the final section. A bibliography is included, and samples of class activities which encourage autonomous learning are appended. (JD)

ED 228 179 SP 021 981

Lang, Darrel
Integrating a Stress Management Mini-Course into a Personal Health Course.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Change; *College Students; *Health Education; Health Programs; Higher Education; *Hygiene; *Relaxation Training; *Sensory Training; *Stress Variables; Student Behavior; Training Methods

A study investigated whether stress management could be enhanced among college students after the completion of a three credit personal health course. The subjects were 20 randomly selected male and female students enrolled in a personal health course at Emporia State University (Kansas). The 20 experimental subjects and the 15 members of a control group were pretested for stress management behavior prior to the training phase. Treatment sessions were included in the curriculum after initial class presentation on stress and stress management. Various relaxation techniques were introduced to the experimental subjects. These techniques included: (1) sensory awareness; (2) "Benson's Relaxation Response" (Benson, 1975); (3) Guided Imagery; (4) "Bubbling Brook" relaxation tape (Chen, 1979); (5) Stair-Step (Curtis/Detert, 1980); and (6) Standard Autogenic Relaxation (Jencks, 1973). Control subjects did not receive any treatment sessions and only completed the pre/post inventory. An analysis of pre- and post-training inventories indicated that the course was successful in helping the students to enhance their management of stress. (JD)

ED 228 164 SP 021 632

Research and Practice in Education: How to Strengthen Links Between Research and Practice in Order to Improve General Education. International Colloquium (European Centre for Higher Education, Bucharest, Romania, November 10-15, 1980). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

REPORT NO.- ED-80-CONF.816-12
PUB DATE- 19 Sep 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- Cooperative Planning; Developing Nations; *Educational Improvement; *Educational Research; Elementary Secondary Education; *Foreign Countries; Higher Education; *Information Needs; International Educational Exchange; Policy Formation; Research Needs; Research Opportunities; *Research Problems; *Research Utilization
IDENTIFIERS- *Research Practice Relationship

An international colloquium, held in Bucharest, Romania, in November, 1980, brought together educational researchers and persons responsible for educational policies and programs. They examined ways and means of making research more relevant to sociceconomic development and of increasing the internal effectiveness of education. Topics of discussion were: (1) who needs research in education and what kind of research; and (2) what are the main obstacles that prevent research from having a more decisive impact on educational systems. Also discussed were cooperation and communications between researchers and decision makers, planners, administrators, teachers, and parents in matters concerning: the determination of research priorities, the conduct of research activities, procedures for disseminating results, and strategies for making use of research findings. This monograph presents discussions on the main conclusions of the colloquium and suggestions for future action. Contributions from participants, who represented developed and developing nations, are included. Annexed are a list of documents generated by the colloquium and a list of participants. (JD)

ED 228 194 SP 022 031

Yinger, Robert J.; Clark, Christopher M.
Understanding Teachers' Judgments about Instruction: The Task, the Method, and the Meaning.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-121
PUB DATE- Dec 82
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; *Course Evaluation; *Decision Making; Difficulty Level; Elementary School Teachers; Evaluation Criteria; Evaluation Methods; *Evaluative Thinking; Grade 4; Grade 5; Instructional Materials; Intermediate Grades; *Language Arts; *Learning Activities; Skill Development; Student Participation; *Teacher Attitudes; Teaching Methods

Six experienced teachers of fourth and fifth grades read and made judgments about the appropriateness, attractiveness, usefulness, and effectiveness of each of 32 short descriptions of language-arts activities. The activity descriptions had been edited to vary systematically on five features: amount of student involvement; difficulty for students; integration of multiple skills or subject matters; demand on the teacher; and fit between stated purpose and instructional process. Each teacher thought aloud during the judgment process; these deliberations were audiotaped and transcribed. A policy-capturing analysis indicated that only small proportions of variance in teacher judgments could be explained in terms of the five manipulated cues. A process-tracing analysis of the protocols of two of the six teachers revealed that they were attending to several activity features in addition to the five mentioned above. The process-tracing analysis also provided a description of how the teachers defined and modified the judgment task and drew upon their own professional experiences to comprehend, edit, and evaluate the activity descriptions. The process-tracing approach appears to be a more promising method of inquiry into complex teacher-judgment tasks than is the policy-capturing approach. (Authors/JD)

ED 228 209 SP 022 064

Peace Corps Stateside Teacher Training For Volunteers in Liberia. Volume III: Training Program for Vocational Education Teachers (Group B). Final Report.

PSI Associates, Inc., Washington, DC.

SPONS. AGENCY- Peace Corps, Washington, D.C.

PUB DATE- 12 Feb 82

CONTRACT- 82-042-1003

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Agricultural Education; Cross Cultural Training; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; Foreign Countries; *Home Economics Teachers; Inservice Teacher Education; Overseas Employment; Vocational Education; *Vocational Education Teachers; Voluntary Agencies; Volunteers; *Volunteer Training

IDENTIFIERS- *Liberia; *Peace Corps Stateside Teacher Training Model

The stateside training program for Peace Corps vocational education teachers on their way to Liberia has the objectives of developing an awareness of and competencies in the areas of: (1) writing performance-based objectives; (2) completing a scope and sequence document; (3) developing a course outline; (4) writing a teacher lesson plan; (5) writing a student lesson plan; (6) utilizing competency-based curriculum; (7) developing an outline for a peer workshop; (8) discussing community-based projects; (9) giving at least two teaching assignments before peer groups; and (10) one full week of student teaching. This manual gives an overview of the training program for vocational agriculture teachers and vocational home economics teachers. Included in the overview are the subjects to be covered and outcomes anticipated in the way of projects produced. Multiple resources are provided in the manual, including volunteer-made materials, learning packets, and student worksheets. (JM)

ED 228 225 SP 022 111

Spillman, Russell J.; And Others

A System for Assessing and Documenting the Experience of Pre/Inservice Teachers. 1983 Update.

Ohio State Univ., Columbus. Coll. of Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTIONS- Data Collection; *Educational Assessment; Evaluation Needs; Higher Education; *Information Systems; Inservice Teacher Education; Preservice Teacher Education; *Program Evaluation; Program Implementation; Program Improvement; *Student Evaluation; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Student Information System

A panel discussion was held on the Student Information System (SIS) established at Ohio State University. The SIS was designed to: (1) document student experiences; (2) diagnose student progress in programs in order to fulfill general student advising and counseling functions; (3) collect data on students and programs for evaluation purposes; and (4) research the nature of teacher education and development and other professional personnel programs. Panel presentations included: (1) "Overview: A System for Documenting and Assessing the Experience of Pre/Inservice Teachers" (Russell J. Spillman); (2) "The History, Purposes, and Conceptualization of the Student Information System" (Nancy L. Zimpher); (3) "Implementation of the Student Information System" (William E. Loadman); (4) "A Focused Evaluation of the Student Information System" (Ann L. Schreck); (5) "Improvement and Use of the Student Information System Teacher Candidate Profile Instrument" (Penelope A. Reighart, Zelda J. Holcomb); (6)"'What They Bring with Them'--Formative Dimensions of the Student Information System" (Peter S. Lemish); and (7) "Peering into the Future of the Student Information System" (William E. Loadman). (JD)

ED 228 180 SP 021 984

Loadman, William; And Others

The Ohio State University Documentation and Monitoring System for NCATE Accreditation and State Department Program Approval.

Ohio State Univ., Columbus. Coll. of Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Standards; *Accreditation (Institutions); *Databases; Documentation; Higher Education; *Institutional Evaluation; Needs Assessment; Program Evaluation; Program Improvement; *Schools of Education; Self Evaluation (Groups); *State Standards; *Teacher Education Programs
IDENTIFIERS- Ohio State University

The Ohio State University School of Education has developed a plan and established a data base to provide information to respond to anticipated accreditation visits. A format was designed to determine the breadth and depth of all standards by comparing and contrasting National Council for Accreditation of Teacher Education (NCATE) standards with Ohio State Department of Education standards. In general, the plan involved consistent input and communication with key persons within the college structure who have responsibility for various aspects of the entire organization. A documentation timeline was designed, scheduling assigned input from the leadership team, the major documentors, program heads, and faculty members. A system was also developed to document and monitor the status of the implementation of the plan. In this document, the system is described, and handouts are included to represent several important dimensions of the system, including: (1) comparison of Ohio and NCATE standards relating to teacher education programs; (2) examples of information on each program; (3) documentation timeline; (4) information on program goals, development, evaluation, components, and students; (5) table of contents for initial and advanced preparation program descriptions; and (6) samples of the faculty vita form and syllabus format. (JD)

ED 228 226 SP 022 112

Moore, Jerry R.; And Others
A Program Model of Field-Based Graduate Study in Elementary Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College School Cooperation; Continuing Education; Delivery Systems; Elementary Education; *Field Instruction; *Graduate Study; *Inservice Teacher Education; Laboratory Schools; *Masters Programs; *Program Development; *Program Implementation
IDENTIFIERS- *University of Virginia

The School of Education and the Department of Continuing Education at the University of Virginia have jointly developed and implemented a Master of Education program, in elementary education, which is conducted on-site in three regions: Appalachia, rural southside Virginia, and northern Virginia. The field-based program was centralized into a single set of course offerings and a single program of study, guided by specific objectives which were determined with the cooperation of the local school districts in which the program operates. The 2-year course offers instruction to a cohort of no less than 60 elementary school teachers who meet with a team, drawn from the University faculty, on Friday evenings and Saturday mornings. An integral part of the program is two 6-week summer school sessions which feature clinical experience in a laboratory school. An outline of the course content and the activities of the academic year are included in this description of the program. (JD)

ED 228 210 SP 022 065

Peace Corps Stateside Teacher Training for Volunteers in Liberia. Volume IV: Training Program for Secondary School Teachers (Group C). Final Report.

PSI Associates, Inc., Washington, DC.

SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 12 Feb 82
CONTRACT- 82-042-1003
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cross Cultural Training; Curriculum Guides; English Curriculum; Foreign Countries; Health Education; *Inservice Teacher Education; Instructional Materials; Overseas Employment; Secondary Education; Secondary School Mathematics; Secondary School Science; *Secondary School Teachers; Voluntary Agencies; Volunteers; *Volunteer Training
IDENTIFIERS- *Liberia; *Peace Corps Stateside Teacher Training Model

The Peace Corps stateside training program for secondary school teachers in Liberia trained 37 volunteers in several subject area groups--language arts, mathematics and science, and health. Because many of the teachers had never taught before, their 4-week training program concentrated on teaching and learning theories and specific teaching skills/techniques, on sharpening content skills, and on opportunities for practice teaching. Week 1 was devoted to workshops on teaching theory and general teaching techniques. During week 2, teachers were divided up into specific content areas. Week 3 saw the teachers working in District of Columbia Public Schools as student teachers, using lesson plans they had developed. The final week of the training program was used for skills refinement, simulated teaching experiences, and evaluation. Included in this document are many of the resource materials the volunteers received. Present are such items as Liberia's secondary school curricula for English (complete with aims, objectives, and syllabus), mathematics, and science. (JM)

ED 228 195 SP 022 032

Buchmann, Margret; Schwille, John
Education: The Overcoming of Experience.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-OP-63
PUB DATE- Dec 82
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Concept Formation; Discrimination Learning; Elementary Secondary Education; *Experiential Learning; Generalization; *Learning Experience; *Learning Processes; Metacognition; Perceptual Motor Learning; Vocational Education

The presuppositions that favor firsthand experience over secondhand information, as pertaining to learning and education, are questioned. It is noted that, when education and firsthand experience are described as if equivalent, a presumption is made that a commonsense theory of knowledge and mind is valid. Research on the social psychology of judgment is used to identify faulty inferences that frequently result from learning by firsthand experience. These pitfalls are illustrated in a discussion of learning to teach. In considering how firsthand experience can close avenues to conceptual and social change, it is pointed out that firsthand experience often fallaciously confounds whatever happens in life with necessity. The example is given of vocational education, in which learning by doing is advocated as a means of fitting students into the real world, thereby curbing their aspirations. It is argued that ideas based on secondhand information are more likely than firsthand experience to manifest both the real and the possible, and it is concluded that education gives access to thoughts and theories that are beyond the scope of firsthand experience. (JD)

ED 228 181 SP 021 992

Kraft, Robert E.
A Comparative Study of Sequence of Instruction When Introducing Golf Skills to Beginners.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Athletics; College Students; Comparative Analysis; *Golf; Higher Education; *Psychomotor Skills; *Teaching Methods

Three instructional methods of club sequence for introducing golf skills to beginning golfers were compared: (1) full swing; (2) putter and short approach; and (3) freedom of choice. Sixty-eight male and female college students participated in golf lessons twice weekly for 12 weeks, receiving small group and individual instruction. Two forms of evaluation were used: (1) five iron test--14 shots hit to a grid target; and (2) 9 hole score on a par 30 golf course. Findings revealed that the putter and short approach method group achieved significantly greater scores than did the other two groups when using the five iron test. There was no significant difference among the three groups in golf skill when using the nine hole score test as an evaluation. It appears that the initial use of the putter and short irons is an important consideration when introducing golf to beginners. (JD)

Quisenberry, Nancy L.; And Others
Resources for Understanding P. L. 94-142 and Classroom Management and Behavior. Volume I.
Southern Illinois Univ., Carbondale. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 790-1158
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Arithmetic; Classroom Environment; *Classroom Techniques; *Educational Legislation; Educational Objectives; Elementary Secondary Education; *Mainstreaming; *Reading Instruction; *Remedial Instruction; Social Attitudes; Special Education; Teaching Methods
IDENTIFIERS- *Deans Grant Project; Education for All Handicapped Children Act

This document presents an overview of legislation and actions resulting in the passing of Public Law 94-142, the Education for All Handicapped Children Act, and presents information of use to school personnel in mainstreaming. The document's first section traces the history of the treatment of handicapped individuals by society since the beginnings of early Western civilization. The emergence of the mainstreaming concept as an alternative to special class placement is discussed, and citations are made of court litigation which dealt with nondiscriminatory assessment, right to due process, and right to education. Legislation generated by these and other legal confrontations is outlined with brief interpretations of societal implications. In the second section, the organization of the mainstreamed classroom is discussed with emphasis on two major areas of concern for teachers: the structure of the physical classroom environment, and the daily and weekly instructional routine. The third section contains specific remediation techniques which have proved to be effective in improving the reading and arithmetic skills of handicapped students. A bibliography of 29 professional books is included. (JD)

ED 228 211 SP 022 066

Peace Corps Stateside Teacher Training for Volunteers in Liberia. Volume V: Cross-Cultural Training and Support Services. Final Report.

PSI Associates, Inc., Washington, DC.

SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 12 Feb 82
CONTRACT- 82-042-1003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cross Cultural Training; *Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Overseas Employment; Voluntary Agencies; Volunteers; *Volunteer Training
IDENTIFIERS- *Liberia; *Peace Corps Stateside Teacher Training Model

The cross-cultural training module and support services for Peace Corps volunteers en route to Liberia make trainees more aware of and sensitive to cultural differences in human behavior and human interaction. In this part of the Peace Corps Stateside Teacher Training Model, the approach to training is both generic and specific, and both native Liberians and former volunteers are used as resource persons for specific content on Liberia. Concerns focused on in the module and support services include: (1) coping with cross-cultural experience; (2) recognizing personal values and attitudes with regard to stereotyping and prejudice; (3) realizing personal expectations and motivations; (4) learning to adjust to and deal with the stress of a new and different culture; and (5) recognizing basic issues of health and survival in Liberia. This document describes the cross-cultural training model and support services. Highlights of the training are summarized. The syllabus, including methodology, major objectives, and weekly training objectives, is provided. Also present in this module is a description of the medical and counseling support services provided for Peace Corps volunteers, and a performance checklist given to all volunteers. (JM)

ED 228 227 SP 022 115

Jones; Dan R.; And Others

A Model for Cooperative Development of Inservice Programs by University, Public School and Intermediate State Agency Representatives.

PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; *Inservice Teacher Education; Institutes (Training Programs); Participative Decision Making; *Program Design; *Regional Cooperation
IDENTIFIERS- *Saint Clair County Teachers Institute IL

The Saint Clair County Teachers' Institute (Evanston, Illinois) plans and implements a 1-day inservice for 3,000 teachers (grades K-12) each year. The committee in charge of planning and implementing the inservice is composed of two co-chairpersons (each an administrator from a local school district), representatives from the regional superintendent's office, and representatives from Southern Illinois University at Carbondale. Functions of the committee include: (1) making an analysis of objective evaluation data collected from the previous year's institute; (2) deciding on speakers and booking them; (3) holding group meetings with district representatives to solicit advice; (4) seeking proposals from teachers who have an instructional technique or specific program they feel would be worthwhile; (5) making final selections about the format for the institute; and (6) printing the final program. The functional cycle of the model is an on-going process which varies yearly in composition and program focus, while returning to the cooperative development theme from year to year. A unique element of the model is the cooperative element between the university, the public schools, and the intermediate state agency, which ensures that no one group controls the committee. (JM)

ED 228 228 SP 022 158

Peterson, Ken; Kauchak, Don
Progress on Development of Lines of Evidence for the Evaluation of Public School Teaching.
Utah Univ., Salt Lake City. Center for Educational Practice.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Observation Techniques; Educational Research; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; Inservice Teacher Education; Peer Evaluation; Research Methodology; Student Evaluation; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Utah

The method used for a developmental study of teacher evaluation techniques (part of the Utah Teacher Evaluation Project) was a review of research literature to find those teacher evaluation practices with the most promise. Each technique was further researched in order to bring it to a "recommended practice" condition with limitations, cautions, and format ground rules. Current practices were also analyzed, and empirical trials were initiated of the best practice conditions to gauge reliability and feasibility. In this preliminary report on the development of the teacher evaluation techniques, seven "lines of evidence" are identified as showing promise and are briefly discussed: (1) pupil report; (2) peer review of materials; (3) teacher tests; (4) administrator rating; (5) systematic observation; (6) pupil gain (special cases); and (7) other (special or idiosyncratic cases). (JM)

ED 228 182 SP 021 996

Bischoff, Judith A.; Lewis, K. Ann
Assessment of Fitness and Creative Thinking with an Environmental Description of Second Graders in Three Different Physical Education Curricula.

PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Creative Thinking; *Curriculum; Elementary Education; Grade 2; Interaction Process Analysis; *Movement Education; *Physical Education; Physical Education Teachers; *Physical Fitness; *Program Effectiveness; Self Concept; *Specialization; Student Attitudes
IDENTIFIERS- *Aerobics

This study measured the physical fitness, levels of creative thinking, and attitudes about physical education in second graders enrolled in physical education programs with different curricular focus: (1) aerobic fitness; (2) movement education; and (3) standard classroom teacher taught curriculum. Seventy-seven children and five teachers participated. The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Health-Related Fitness Test was given to all subjects in September and May of the school year; and "Torrance Figural Form A of Creative Thinking" was given in November and May. During February, March, and April, coding of student teacher interactions was done using a second generation modification of the "Nonverbal/Verbal Interaction Category System - Modified." Findings indicated that, in comparison with national norms, the children involved in physical education activities taught by physical education specialists made improvements in the fitness parameter, while children in programs taught by classroom teachers maintained or decreased in fitness levels. The average aerobic fitness lesson had a higher number of verbal interactions; however, movement education showed more of a balance of direct/indirect teacher verbal behaviors and a slightly higher percentage of student talk. Little difference was found across the groups in creative thinking. Appended tables provide information on statistical data gathered in the study. (JD)

ED 228 197 SP 022 036

Quisenberry, Nancy L.; And Others
Dean's Grant: Second Year Report and Evaluation. Volume II.
Southern Illinois Univ., Carbondale. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 790-1158
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Educational Objectives; Higher Education; *Mainstreaming; *Preservice Teacher Education; *Program Development; *Program Effectiveness; *Program Evaluation; Special Education; Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- *Deans Grant Project; Southern Illinois University Carbondale

A report is given on the development and progress of the Dean's Grant Project at Southern Illinois University-Carbondale. Included in the report is information on: (1) developments leading to the Dean's Grant Project; (2) plan for institutionalizing special education concepts in the teacher education program; (3) goals, objectives, and activities for the project (including a chart showing activities by month over a 3-year period); (4) evaluation methodology--populations, activities, and settings; (5) evaluation instruments; (6) results of surveys of faculty and students, criterion-referenced pre- and post-tests, and student attitudes; (7) dissemination of information on Dean's Grant efforts; (8) assessment of knowledge on education of the handicapped; and (9) faculty and student receptivity to the program. Appendices contain a sample of a form used to analyze professional education centers' experience with cultural diversity, and criterion-referenced tests on the characteristics of the handicapped, the role of the regular educator in mainstreaming, and the origins and foundations of Public Law 94-142. Also appended are Dean's Grant newsletters and a questionnaire designed to assess knowledge of education of the handicapped. (JD)

ED 228 212 SP 022 090

Silverman, Stephen

Student Characteristics Mediating Engagement-Outcome Relationships in Physical Education.

PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attention; Educational Research; Higher Education; *Motor Development; Performance Factors; *Physical Education; *Physical Fitness; Psychomotor Skills; Sex Differences; *Skill Development; *Swimming; Time Factors (Learning); *Time on Task

This study investigated the relationship between engagement and achievement for college students in an intermediate swimming class. It also examined this relationship for students who entered the class with different initial skill levels, different previous experience with the subject matter, and for students of different gender. The methodology used is discussed under the following headings: subjects, instructors, skill rating, skill testing, instruction, and engagement coding. The original research premise is reported along with the results, which indicate that engaged time overall does not improve residualized achievement (i.e., students' breaststroke mechanics did not improve in correlation with the time they spent in class and practicing). Because the results did not agree with the hypothesis, four alternate hypotheses are discussed: (1) Engagement does not play a major role in predicting residualized gain; (2) The system for rating the skill was not sophisticated enough to measure relatively subtle aspects of improvement; (3) The method for coding engagement within the categories was not specific enough to detail important qualitative differences in the categories; and (4) Other factors mediate the power of engagement to predict residualized achievement. (JM)

ED 228 229 SP 022 159

Gonzalez-Baker, Maria; Tinajero, Josie Villamil
Improving Bilingual Education through Clinical and Developmental Supervision of Bilingual Education Teachers and Student Teachers: A Theoretical Framework.
PUB DATE- 19 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Responsibility; *Bilingual Education Programs; College School Cooperation; Cooperating Teachers; Developmental Stages; Elementary Secondary Education; Principals; *Role Theory; Student Teaching; *Supervisory Methods; *Supervisory Training; Teacher Education; *Teacher Supervision; Team Teaching

Major roles, relationships, and responsibilities of key individuals involved in supervising bilingual teacher and student teacher training are explored in this paper. The instructional team concept is explained as the basis for developing a program which requires that all individuals involved in the training of bilingual personnel possess a common understanding of bilingual program goals. Clinical supervision (focusing on what and how teachers teach) and developmental supervision (based on individual stages of concern about innovation) are offered as means by which all personnel involved in bilingual education can move through a series of stages to higher degrees of competency. Detailed discussions are presented on the role, responsibility, and required competencies of instructional team members: (1) university supervisor; (2) cooperating teacher; (3) bilingual student teacher; (4) bilingual program director; (5) bilingual supervisor or resource leaders; (6) bilingual teacher; and (7) school principal. Appended is an overview of the clinical supervision cycle, a listing of bilingual education teacher competencies, and samples of forms used in developing this framework for improving bilingual education. (JD)

ED 228 198　　SP 022 037

Quisenberry, Nancy L.; And Others
Dean's Grant: Third Year Report and Final Evaluation. Volume II.
Office of Special Education and Rehabilitative Services (ED), Washington, DC.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 82
CONTRACT- 790-1158
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Change Strategies; Educational Legislation; Formative Evaluation; Higher Education; Information Dissemination; *Mainstreaming; *Material Development; *Preservice Teacher Education; *Program Evaluation; *Program Implementation; Special Education
IDENTIFIERS- *Deans Grant Project; *Southern Illinois University Carbondale

The 3-year Dean's Grant Project at Southern Illinois University-Carbondale was designed to: (1) create a set of materials and resources, relating to serving the handicapped, to be used in the training of teachers; (2) provide training for faculty on Public Law 94-142 and the implications of the law for training teachers and administrators; (3) develop and disseminate materials, relating to serving the handicapped, for use by students and faculty in the program; (4) involve in the change process personnel directly responsible for the program; and (5) integrate materials and activities developed by the project into existing courses and programs. The first year of the project was devoted to developing and disseminating materials to and planning activities for students in required education courses. The second year focused on the impact of the materials and activities on the supervisors of practicum student experiences, methods course instructors, and students. The objective of the final year was to familiarize administrators and other educational leaders with the needs, characteristics, and methods of instructing handicapped students. An evaluation is presented of the progress made in each of these 3 years. Appendixes include criterion-referenced tests used in the project, and a form for analyzing the experience of professional education centers with the handicapped. (JD)

ED 228 213 SP 022 091

Allen, James D.
Classroom Management: Students' Perspectives, Goals and Strategies.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Communication; Classroom Research; *Classroom Techniques; High Schools; *High School Students; Student Attitudes; *Student Behavior; Student Characteristics; *Student Evaluation of Teacher Performance; Student Reaction; Student Research; *Student Teacher Relationship; Teacher Influence; Time on Task

A study investigated classroom management from the students' perspective. Ninety-seven high school students (primarily ninth graders) were observed in one school for 15 weeks in five different classes. Data were collected from this observation, as well as from student and teacher interviews. The guidelines of the Constant-Comparative Method of Qualitative Analysis were used to generate and analyze theoretical constructs suggesting what classroom goals students sought, what strategies they developed to achieve these goals, when they chose to use these strategies, and what types of students used each strategy. Findings show that students had two major goals to achieve, "socializing" and "passing the course." They used six strategies to achieve these goals: (1) "figuring out the teacher"; (2) "having fun"; (3) "giving the teacher what he wants"; (4) "minimizing work"; (5) "reducing boredom"; and (6) "staying out of trouble." These strategies fall into the preliminary category, the proactive category, and the reactive category, each category being associated with particular kinds of classroom events. Students can be identified and clustered into four major groups according to the ratio of time spent "socializing" or "passing the course": play, play/work, work/play, or work. Important for students are the clarity with which teachers communicate their academic and behavioral expectations to students and the degree of cooperation that exists between the students and the teacher. (JM)

ED 228 230 SP 022 162

Bensley, Loren B., Jr.
The Use of Computerized Health Hazard Appraisals in Teaching Health Education.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Behavior Modification; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Health Education; *Health Services; Life Style; Nutrition; *Physical Fitness; *Physical Health; *Predictor Variables; *Preventive Medicine; Risk
IDENTIFIERS- *Health Hazard Appraisal

Health Hazard Appraisal (HHA), or risk factor analysis, is a health education preventive medicine technique that assists people in recognizing their health risks and, through their own actions, in improving both their sense of well-being and their life expectancy. HHA, an educational tool in implementing theoretical behavior changes, is based on the premise that all people are subject to risks that can be identified and often reduced. The most common form of using the HHA is to complete a questionnaire, and to send it to a computer center, where a print-out is produced and sent back to the participant. Most HHA's will give an individual an indication of his present age, his health age, and an achievable age. In addition, they indicate the remaining years of life the individual has to live assuming he continues his present lifestyle. An achievable life expectancy is given if he chooses to change particular habits or behaviors, and specific behaviors are indicated as to what needs to be changed in order to live a longer life. Most HHA's are designed for adult populations and are used extensively at the university level; currently they are also being developed for use with the elementary age child and adolescent. Programs in some schools in Michigan and Florida now exist. (JM)

ED 228 231 SP 022 170

Tisdale, Pamela Cochrane; Welch, Frances Clayton
Teaching in the Elementary School: A Guide for Student Teachers.
REPORT NO.- ISBN-0-398-04795-2
PUB DATE- 83
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($12.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTIONS- Curriculum Development; Discipline; Educational Environment; Educational Planning; Elementary School Students; *Elementary School Teachers; Higher Education; Preservice Teacher Education; School Personnel; Student Evaluation; *Student Teachers; *Student Teaching; *Teacher Orientation

This handbook for the elementary school student teacher discusses some specific topics relevant to student teachers. Each of the eight chapters begins with a list of objectives to be achieved, discusses the section's topic, and concludes by offering activities for the student teacher, based on the chapter's focus. Chapter 1 includes a discussion of the transition from the role of student to that of student teacher. In Chapter 2, the people who work in a school and the environment in which they work are discussed. Elementary school student characteristics are the subject of Chapter 3. Chapter 4 discusses the elementary school curriculum and learning resources. In Chapter 5, information is included about how teachers assess skills pupils have mastered, thereby enabling them to place students in a skill sequence. Chapter 6 discusses planning and how to facilitate learning by implementing planning. Discipline is the subject of Chapter 7, which details effective techniques that enable teachers to manage student behavior. The last chapter talks about the transition from student teacher to teacher. (JM)

ED 228 214 SP 022 094

Tamir, Pinchas; Peretz, Miriam Ben
The Professional Image and Reputation of Teacher Educators in Israel.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; Evaluation Methods; Foreign Countries; Higher Education; *Peer Evaluation; *Professional Recognition; Research Methodology; *Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teacher Educators; *Teacher Evaluation
IDENTIFIERS- *Israel

The reputation of teacher educators in two Israeli universities as conceived by four role set groups--faculty colleagues in arts and sciences, student teachers, practicing secondary teachers, and teacher educators themselves--was studied. Six dimensions of reputation selected for the study were: credibility, knowledgeability in their speciality, general knowledgeability, effectiveness as teachers, status, and orientation to knowledge and research ("clinical" or "scientific"). The Teacher Education Survey (Katz et al., 1982), a three part questionnaire, was the source of data. In Part A, respondents reported on the frequency and nature of contacts between teacher educators and other instructors. In Part B, teacher educators are compared by respondents to other university instructors in terms of the aforementioned six dimensions of reputation. In Part C, participants responded to 10 items representing "clinical" versus "scientific" orientation. Results showed that the reputation of teacher educators in Israel was at least as high as that of other college instructors and that in general this reputation does not depend on any of the following respondent characteristics: sex, subject matter, discipline, position at the university, and role set position. These findings contradict common beliefs about teacher educators as well as preliminary findings from studies conducted in the United States. (JM)

ED 228 215 SP 022 095

Munby, Hugh
A Qualitative Study of Teachers' Beliefs and Principles.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Attitude Measures; *Beliefs; Decision Making; Educational Research; *Factor Analysis; Individual Differences; Interpersonal Relationship; *Research Methodology; Secondary Education; Self Concept; Student Teacher Relationship; *Teacher Attitudes; Teacher Characteristics; Work Attitudes
IDENTIFIERS- *Repertory Grid Technique

This qualitative study sought information about the content, nature, and diversity of teachers' beliefs and principles. Selected studies involving the beliefs of teachers in the areas of curriculum theory and innovation, decision making and thinking, and improving teaching are discussed and analyzed. A discussion of the study's methodology points out that there are numerous problems in obtaining information in an area which is by nature somewhat elusive. An established methodology, the Repertory Grid Technique, developed by G. A. Kelly in 1955, is described. Detailed discussion is presented of 4 of 14 middle school teachers' interview responses. The Repertory Grid developed from interviews with one teacher is displayed. Some generalized conclusions are drawn on the efficacy of the Repertory Grid Technique in research of this kind and on its possible value in determining teachers' points of view. (JD)

ED 228 199   SP 022 038

Pfeifer, Jeri
The Effects of Personality on Success in Student Teaching.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Patterns; Higher Education; Interpersonal Competence; Personality Measures; *Personality Traits; Preservice Teacher Education; *Self Concept; *Student Teachers; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Evaluation

A study hypothesized that significant relationships exist between personality traits and success in student teaching, and will be manifest between those students demonstrating definitive levels of personality trait characteristics identified as being related to success, and those who do not. The Myers-Briggs Type Indicator (MBTI) was administered 6 weeks into the student teaching experience. The four scales available from data produced by the instrument included scores on a continuum for extraversion-introversion, sensation-intuition, thinking-feeling, and judgment-perception. Success in student teaching was identified by the cooperating teacher's evaluation of the student teacher. The four continuous scores from the MBTI were compared for strength of relationship to success in student teaching at the elementary and secondary levels. Analysis of the data indicated that personality trait characteristics correlated significantly with student teaching success. Of the four scores available from the MBTI, judgment was related to secondary school student teaching success, while sensing and judgment related to success at the elementary level. At the secondary level, the extraversion trait indicated a trend toward a positive relationship to success, and the introversion trait indicated a positive relationship at the elementary level. (JD)

ED 228 200 SP 022 040

Buckellew, Wm.; And Others
Proposal for Voluntary Coaching Certification and Formulation of the Illinois Athletic Coaching Certification Board.
Illinois Association for Professional Preparation in Health, Physical Education, and Recreation, Charleston.
PUB DATE- 11 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Athletic Coaches; Athletics; *Certification; *Credentials; *Credits; *Educational Certificates; Elementary Secondary Education; Higher Education; *Minimum Competencies; Physical Education; Physical Education Teachers; Professional Associations; Professional Recognition
IDENTIFIERS- Illinois; *Voluntary Participation

A proposal developed by the Illinois Association for Professional Preparation in Health, Physical Education, and Recreation and the Illinois Association for Health, Physical Education and Recreation for a program involving voluntary coaching certification in Illinois is described. Topics discussed include: (1) the certifying body's composition and title; (2) minimum standards for admission; (3) basis for evaluation of individual applications; (4) finances of the organization; and (5) recertification recommendations. Of the five areas, minimum standards is given the most consideration. Reported on are these academic requirements for certification, which would stipulate that the individual have at least 12 semester hours of credit in courses relating to the coaching of sports, and that he have a minumum of one course in the areas of: medical-legal aspects, kinesiological and physiological foundations of physical activity, and sports and psychosocial foundations of physical activity and sports. (JM)

ED 228 186 SP 022 005

Mardell-Czudnowski, Carol D.
Developing Interactive Computer Simulation Programs for Use in Training Regular and Special Education Personnel.
SPONS. AGENCY- Northern Illinois Univ., De Kalb.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Oriented Programs; *Educational Diagnosis; Educational Technology; *Educational Testing; Higher Education; Preservice Teacher Education; Programed Instructional Materials; *Special Education; Special Education Teachers; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- University of Illinois

An interactive computer simulation program has been developed at Northern Illinois University for use by undergraduate students majoring in special education. It was designed so that these students could learn to evaluate the exceptional student using diagnostic and remediation skills. Initially, the special education undergraduate is given only the name and age of the learner and a short statement from the teacher. The undergraduate then goes through a five stage process with the computer. Stage one involves the student deciding if there is a problem by selecting appropriate screening tests, assessing cognitive, motor, and language skills, to be administered. In stage two, screening decisions are made, based on test data, and it is determined whether further diagnostic testing is needed. In stage three, the education student, looking at the data gathered, determines the problems the exceptional student may have. Stage four involves the formulation of a diagnosis, and in stage five recommendations and referrals are made and a teaching plan developed. (JM)

ED 228 183 SP 021 999

Hastad, Douglas N.; And Others
Evaluation of the Health Related Physical Fitness Status of Youth in the State of Illinois.
Northern Illinois Univ., DeKalb. Dept. of Physical Education.
SPONS. AGENCY- Illinois Association for Health, Physical Education, and Recreation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Curriculum Development; Databases; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; *Physical Education; *Physical Fitness; *State Norms; *Teacher Workshops; *Testing
IDENTIFIERS- *Illinois

This four-part booklet is the result of a project with four goals: (1) familiarize physical educators in Illinois with the four items of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Health Related Physical Fitness Test; (2) design materials regarding implementation strategies for health related fitness that could be readily delivered to practitioners via inservice workshops; (3) devise a computer record keeping service that could be made available to all physical educators in Illinois; and (4) provide a normative health related physical fitness database for kindergarten through twelfth grade students in Illinois. Part I of this booklet presents descriptions of the four items of the AAHPERD Health Related Physical Fitness test: distance runs, sum of skinfolds, modified sit-ups, and sit and reach. In part II, implementation strategies for health related fitness are described. Included in this section are outlines of discussion items for two AAHPERD workshops. The names and addresses of contact persons for delivery of the workshops in eight Illinois districts are listed. A description is given in part III of the development of a computerized report system which has been devised for consolidating data on fitness test results in the state. Part IV presents tables which delineate the health related physical fitness percentile norms for youth in the state of Illinois which were compiled during the years 1980-82. (JD)

ED 228 184 SP 022 002

Book, Cassandra L.
A Course in Classroom Communication with a Focus on Facilitating Group Interaction.
PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Communication; *Classroom Environment; *Communication Skills; *Education Courses; Group Discussion; *Group Dynamics; Higher Education; Interpersonal Communication; Nonverbal Communication; Observational Learning; Teacher Education

A classroom communication course combines both the study of communication variables in the classroom and the opportunity for students to practice some communication skills they might use as classroom teachers. The course has three major objectives. In seminar style, the students and teacher together will identify questions worth exploring in the area of classroom communication. Reading the textbooks and additional related readings, the participants will be prepared to contribute to classroom discussion. A second objective of the course is for students to experience classroom management by conducting creative instructional sessions. The third goal of the course is for students to observe classrooms first-hand by either tutoring or researching in them. These objectives are reached through four assignments: daily class participation, a final take-home essay exam, small group presentations, and an individual project involving observation. Included in this paper, which describes the course, are 10 lesson plans for the semester, based on a 3-hour class period. These lesson plans contain such things as: suggested audiovisual aids (particularly ideotapes, movies, and slide presentations), sample discussion questions, group projects, and a final examination. (JM)

ED 228 185 SP 022 003

Bischoff, Judith; Ellis, Joseph R.

Perceived Professional Difficulties Encountered by First Year Physical Education Teachers in Illinois Public Schools.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Teachers; Classroom Techniques; Educational Needs; Elementary Secondary Education; Large Group Instruction; Physical Education Facilities; *Physical Education Teachers; Public Schools; *Role Perception; School Community Relationship; Stress Variables; *Teacher Attitudes; Teacher Education; Teacher Role
IDENTIFIERS- *Illinois

A study was conducted to determine the perceived difficulties first year physical education teachers encounter and how their perceptions compare to those of teachers in other curricular areas. A questionnaire, sent to 110 first year physical education teachers in Illinois, achieved a return rate of 30 percent. The questionnaire sought information on perceived difficulties unique to teaching physical education and difficulties associated with general teacher roles--planner, director of learning, counselor, interpreter of culture, link with community, and member of a profession and community. The highest degrees of difficulty appeared to be managing classes with large numbers and being flexible in using instructional facilities. The physical education teachers indicated a wide range of difficulty with the role of teacher as a link with the community. This was comparable to the role perceptions of teachers in other curricular areas. Recommendations for improving teacher education programs in these areas would involve simulation/experience in large group instruction, information on the role of the community and the schools, and experience with individuals of different cultural/ethnic backgrounds. Tables present statistical data gathered by the survey. (JD)

ED 228 156 SO 014 667

Parker, Franklin
Moral Education USA: Background and Trends.
PUB DATE- 22 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; *Educational Change; *Educational History; Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Ethical Instruction; Higher Education; Progressive Education; Religious Education; *Social Change; Social Studies; United States History; Values Education
IDENTIFIERS- USSR

Current trends in ethical/moral instruction are placed in context by tracing educational and social change from the 19th century to the present. The focus on religion for salvation and on good behavior lasted in modified form well into the 19th century. In the late 19th century curriculum in the schools changed due to immigration, industrialism, urbanization, and modernization. In colleges, the moral philosophy course faded as Freudian psychology, behaviorism, and the social sciences replaced ethics courses. The ethical/moral atmosphere in the public school also declined. Both the Depression and World War II shocked educators into a renewed search for curriculum unity and moral uplift. Major curriculum revision in the natural and social sciences occurred after Sputnik in 1957. The 1960's and early 1970's saw modern anxiety manifested in protests, crime, drug use, and divorce. Resources were limited, inflation soared, the work ethic declined, and the women's movement became strong. These events influenced the focus on humanism, values clarification, moral development, and moral reasoning in education, particularly in higher education, where ethics courses have multiplied since the 1960's. These approaches contrast greatly with Soviet education, for example, which openly indoctrinates its students in loyalty to the mother country. (KC)

ED 228 148 SO 014 626

Global 2000 Countdown Kit.

Zero Population Growth, Inc., Washington, D.C.

PUB DATE- May 82
AVAILABLE FROM- Zero Population Growth, Inc., 1346 Connecticut Avenue, N.W., Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agriculture; Air Pollution; *Conservation (Environment); Energy; *Environmental Education; *Global Approach; High Schools; Hunger; Income; Learning Activities; *Natural Resources; *Population Education; Social Studies; Units of Study; Water Resources; World Problems

Fourteen units for high school global education classes are based on "The Global 2000 Report to the President," which examines the relationships between worldwide population growth and resource and environmental consequences. Topics of the units are population; income; food; fisheries; forests; water; nonfuel minerals; energy; impacts on agriculture, water resources, forest losses, and the world's atmosphere and climate; nuclear energy; and species extinction. Each unit includes a narrative that describes the primary issue covered; an activity or problem that students complete, usually within the confines of the classroom or library; and activities consisting of games, debates, and research projects. The final section of each unit suggests specific ways that students can make a difference in the environment when they participate in family, school, and community action programs which are designed to effect change. For example, students can make a difference when they try to save water in their everyday life and when they test water from a local lake for acid rain problems. The accompanying teacher overview includes methods for introducing and using the materials and a chart describing learning objectives, skills, subject links to other topics, and teacher tips. Audiovisual and printed materials are available from the publisher. (KC)

ED 228 132 SO 014 595

Needlman, Gloria
A Third Grade Project: The Fourth Estate.
Chicago Univ., IL. Lab. Schools.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Class Activities; Grade 3; *Interdisciplinary Approach; Language Arts; Mathematics Education; Primary Education; Program Descriptions; *School Newspapers; Science Education; Social Studies; *Student Publications; Teacher Role

A newspaper project for third graders provided an exciting vehicle for putting their language arts, science, math, and social studies curricula to use. Teacher planning included the reading of publications about running a school newspaper and visiting a high school newspaper facility. The children selected their editors by voting, researched factual articles and created fictitious ones, made up headlines, interviewed school personalities, proof read, cut and pasted copy, assembled pages after computing the number of sheets required, and distributed the publication. Two issues were printed during one school year. The publication of the paper allowed each student, whether she/he was a capable reader or a struggling one, a satisfying and important role. Possibly the most valuable outcome grew from the genuine need for cooperative effort. After initial preparation, the teacher's role was to ask appropriate questions, encourage students' efforts, and facilitate project tasks. The teacher had to put in a great many after school hours. The appendix contains letters of congratulations. (RM)

ED 228 116 SO 014 507

Guyton, Edith M.
Critical Thinking and Political Participation: The Development and Assessment of a Causal Model.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Citizen Participation; Citizenship Education; *Critical Thinking; *Democratic Values; Educational Objectives; Elementary Secondary Education; Higher Education; *Individual Power; Models; Path Analysis; Personality Traits; *Political Attitudes; Self Esteem; Social Science Research; Social Studies; Tables (Data)

An assessment of a four-stage conceptual model reveals that critical thinking has indirect positive effects on political participation through its direct effects on personal control, political efficacy, and democratic attitudes. The model establishes causal relationships among selected personality variables (self-esteem, personal control, and political efficacy), critical thinking, democratic attitude, and political participation. A total of 118 undergraduate and graduate students were given a series of instruments to measure these variables. Data were analyzed using path analysis to determine direct and indirect relationships among the variables. Critical thinking positively affects personal control, political efficacy, and democratic attitude. Political efficacy and democratic attitude positively affect political participation. Personal control has a strong direct effect on political efficacy. Thus, critical thinking is significantly related to political participation. The implications are that the teaching of critical thinking should be a major focus of citizenship education. Copies of measurement instruments and statistical tables are included. (KC)

ED 228 149 SO 014 631

Jelinek, James John

Commitment: Alternative Approaches to the Teaching of Responsibility in School and Society.

Arizona State Univ., Tempe. Coll. of Education.
REPORT NO.- ISBN-0-931702-42-3
PUB DATE- 82
AVAILABLE FROM- College of Education, Arizona State University, Tempe, AZ 85287 ($5.00 paper, $10.00 cassette recording; prepayment = 20% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Discipline; Educational Needs; Elementary Secondary Education; Futures (of Society); *Maturity (Individuals); Quality of Life; *Relevance (Education); School Role; Socialization; *Social Problems; *Social Responsibility; *Student Needs
IDENTIFIERS- *Behavior Control Perception Theory

The development of an individual's commitment to school and society begins with his present interests, no matter what they happen to be, and is based on six components of maturity. Currently, American culture is experiencing the arrest of mature development; we know what needs to be done to solve our most critical problems, but lack the commitment to do so. Rich countries do not confront worldwide poverty; most people refuse to acknowledge that we make resources last longer by using less. American education must seek to develop both the wisdom to solve social/cultural problems and a sense of community. The reward-punishment approach to teaching and socialization does not work because students are internally rather than externally motivated. Behavior Control Perception Psychology, however, provides an approach to teaching commitment and responsibility. The theory focuses on six interrelated components of maturity which must always be nurtured in the student: intelligence, responsibility, articulation, sexuality, empathy, and philosophical thinking. When these six elements interact with instruction that addresses the student's present interests, he pursues learning with a discipline, builds upon the structure so that he can use it, and develops pleasure in it. (Author/KC)

ED 228 133 SO 014 600

Fox, Penny

Project Economic Stew: A Study of Poultry and Rice. A Third-grade Economics Project and A Bird's Eye View of an Economic Stew: A Study of Poultry and Rice Production in Arkansas.

Fayetteville School District 1, Ark.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Concept Teaching; Course Descriptions; Course Evaluation; *Economics Education; Educational Objectives; Grade 3; Learning Activities; Local History; Primary Education; State History; Units of Study
IDENTIFIERS- Arkansas

An economics project for third grade children is described and lessons for teaching basic economic concepts are provided. In the first semester, students studied basic economic concepts; in the second semester, they learned about the origin, production, and distribution of rice and poultry and how these products affect the local and state economies of Arkansas. Lessons, which are described in the report, involved students in many activities, such as reading and discussing books, analyzing movies, and preparing a mini-factory. At the end of the year, the students created and produced an original play based on their economic study. Throughout the project, many outside resources were used. For example, parents, grandparents, and friends involved in the poultry industry from labor to management shared their knowledge and experience. A Filipino student from the University of Arkansas explained labor of the Philippines in comparison to the technology of the U.S. farmer. High school members of the Future Farmers of America served as mentors and made presentations to the students. Questions selected from the "Primary Test of Economic Understanding" were administered on a pre- and posttest basis. Significant advances were recorded. (RM)

ED 228 117 SO 014 512

Trommsdorff, Gisela
Family Roles as Perceived by Japanese and German Adolescents.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Comparative Analysis; *Cross Cultural Studies; Cultural Influences; Decision Making; *Family Environment; Fathers; Females; Males; Modernization; Mothers; Parent Participation; *Parent Role; Sex Role; *Social Attitudes; Social Science Research
IDENTIFIERS- *Japan; *West Germany

The study deals with inter- and intracultural differences in the perception of family roles. One hundred and fifty-six Japanese students (40 modern females, 76 traditional females, and 40 males) and 148 German students (58 modern females, 49 traditional females, and 41 males) answered questionnaires concerning the ideal and real decision-making power of their parents and their sex-role preferences. Results show that modern values, attitudes, and behavior related to family roles need not necessarily occur in equally advanced industrially but culturally different societies. In spite of considerable similarity with respect to equal decision making for mothers and fathers in both cultures, the Japanese, as compared to the German fathers, exert more influence as perceived by their children. Japanese, as compared to German adolescents, advocate the traditional role differentiation more. However, intra-cultural (modern vs. traditional sub-groups) and gender effects have to be taken into account in each culture. Adolescents in both cultures report a closer relation to their mothers than to their fathers. (Author/RM)

ED 228 134 SO 014 601

Radcliffe, David
U3A: A French Model for the Later Years.

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; Aging (Individuals); Aging Education; Comparative Education; Course Content; *Educational Gerontology; Models; *Older Adults; Program Descriptions; Retirement; Student Characteristics; Universities
IDENTIFIERS- *France

The university for the third age (U3A) began in 1973 when a professor organized a summer program for retired persons at the Universite des Sciences Socialies, Toulouse, France. The Toulouse model included a weekly public lecture on a major topic of concern for older persons, discussion groups, seminars, and recreational facilities, taking advantage of the university facilities. The model also provided for medical research relating to the physical quality of life in later years. Since 1973, the U3A concept has been implemented in countries around the world. An analysis of French U3A clientele and programs for 1980-91 shows that: 70.6% were women; the typical U3A attracted teachers, those who had been denied the opportunity of furthering their education, junior employees, and housewives; there was low participation among farmers and laborers; and programs were a mixture of activities. Among the accusations that can be leveled at U3A are elitism and age segregation. (RM)

ED 228 118 SO 014 514

Wragg, Paul H.; Allen, Rodney F.

Developing Student Creativity in Geography Classes: Four "How to Do It" Papers for Classroom Teachers.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Creative Thinking; *Decision Making; Ecology; Economics; Energy; *Geography Instruction; Group Activities; Human Geography; Learning Activities; Physical Geography; *Problem Solving; Productive Thinking; Secondary Education; Social Studies; Units of Study

Four lessons for secondary school geography instruction focus on creative thinking through generating alternatives, imagining consequences, generating analogies, and creating products. In lesson 1 students lay out alternatives to solving a problem and decide the best course of action. Suggested activities include consideration of alternatives in providing free public schooling to aliens in Texas, insulating a solar water heater, and providing mass transit in an urban area. Suggestions for brainstorming techniques in ecology, geography, energy, and economic/geography units are also provided. Lesson 2 focuses on imagining consequences of personal and societal actions. Students generate consequences to such issues as raising the highway speed limit, giving Puerto Rico independence, and abolishing restrictions to immigration. Group activities involve scenarios requiring allocation of limited resources. In lesson 3, students create analogies to aid in unlocking long-term memory and projecting implications of various courses of action. Several worksheets involve students in creating simple and complex analogies. Lesson 4 focuses on producing creative products, using the criteria of the student's practical knowledge, originality, competence, moral or aesthetic sensitivity, and excellence. (KC)

ED 228 150 SO 014 632

Strategy for Peace. Annual U.S. Foreign Policy Conference (22nd, October 16-18, 1981).

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Oct 82

AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTIONS- Developed Nations; Developing Nations; *Disarmament; Economics; *Energy; *Foreign Policy; *International Relations; *National Defense; *Peace; Space Exploration

IDENTIFIERS- United States; USSR

Five discussion topics concerning peace were dealt with by conference participants, who included university faculty and officials from national and international agencies and organizations. The first topic, North-South relations and international security, considers U.S. security and the Third World, U.S. economic interests in the developing world, U.S. policies and North-South relations, and the role of the private sector in international relations. Topics in the second discussion series, energy and U.S. security, include the status of the U.S. energy policy; market versus government; political and strategic context of international oil; energy emergencies and U.S. responses; long-range U.S. energy development; and energy, U.S. foreign policy, and alliance cohesion. The third topic, U.S. nonproliferation strategy, emphasizes U.S. policies and the international nonproliferation regimes. The fourth topic, military competition in space, focuses on U.S. military interests and vulnerabilities in space, U.S. interests in antisatellite weapons, and anti-satellite limitation agreements. The final topic involves future U.S.-Soviet relations in the context of the present impasse, the need to resume dialogue, Salt II, the Anti-Ballistic Missile Treaty, and U.S.-Soviet competition in the Third World. (KC)

ED 228 165 SP 021 776

Rosner, Frieda C.
The Future of Teaching as a Profession: Assessing Classroom Management Skills.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Modification; *Classroom Techniques; Discipline; *Educational Testing; Elementary Secondary Education; Futures (of Society); Preservice Teacher Education; Teacher Behavior; Teacher Certification; Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; *Test Construction
IDENTIFIERS- *National Teacher Examinations

The initial phase of the National Teacher Examination classroom management test for entry level teachers has been completed. Two systematic reviews of the literature on classroom techniques resulted in the identification and description of a wide range of managerial strategies--authoritarian, behavior modification, permissive, intimidation. Also identified were the content domains of effective classroom management--teacher characteristics, rules, systems, and teacher behaviors for increasing student engagement. Drawing upon the findings of these extensive literature reviews, a conceptual framework has been developed containing guidelines for the development of the test based on a series of assumptions on the nature, extent, and goals of the test. The content of the test will be derived from three sources: empirical research in classrooms, well-grounded theory and nonclassroom research, and accepted classroom practice. A variety of formats for the test are currently under consideration. Appended to this report are outlines of managerial strategies and content domains in classroom management identified by the literature reviews. (JD)

ED 228 135 SO 014 602

Burnell, Jerrold B.
The Decline of German Language and Culture in the North American Heartland, 1890-1923.

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acculturation; *Bilingualism; Comparative Education; Cross Cultural Studies; *Cultural Pluralism; Educational History; Elementary Secondary Education; Ethnic Groups; *German; Higher Education; *Immigrants; Nationalism
IDENTIFIERS- Canada; *North America; United States (Midwest); United States (Plains States); World War I

Although German influences in North America were prominent in the decades just before and after 1900, the advent of World War I marked a major decline in the ethnic identity and bilingualism of German-Americans. Specifically, the German communities in Ontario and the Prairie Provinces in Canada and the Midwest and Great Lakes States in the United States experienced the decline. Despite lack of official status as a national language, bilingual schools and the teaching of German were prevalent in German-Canadian communities prior to World War I. However, as a result of political pressures, in 1916 Manitoba passed education legislation which omitted provisions for teaching a second language. Further, returning war veterans became a potent political group which argued against any concession to cultural pluralism. In the United States, German-Americans became intensely loyal to the American cause. However, when war was declared in 1917, schools, teachers, and textbooks became the focal points for public animosity toward anything German. By 1918, 15 states had restricted German instruction. Confronted by pressures, the majority of German-Americans sought to relinquish their national identity and assimilation occurred rapidly. (Author/KC)

ED 228 119 SO 014 525

Bjerstedt, Ake, Ed.
Future Consciousness and the School.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
PUB DATE- 82
AVAILABLE FROM- Department of Educational and Psychological Research, School of Education, Box 23501, S-24500, Malmo, Sweden ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Education; Educational Improvement; *Educational Planning; Educational Trends; Foreign Countries; *Futures (of Society); Higher Education; Interviews; *Long Range Planning; Prediction; Program Descriptions; Publications; Resource Materials; Secondary Education; Student Attitudes; Teacher Education
IDENTIFIERS- *Sweden

"Preparedness for the Future as an Educational Objective" is the name of a research and development project in progress at the Malmo School of Education (Sweden). The project's main tasks are to: (1) inventory previous research and activities; (2) study pupils' ideas about the future; (3) collect and analyze viewpoints from various school observers regarding current shortcomings in school preparation for the future and recommendations for improvement; (4) make specific studies of the ways in which questions relating to the future are and can be treated in schools; and (5) compile discussion material and catalogs of ideas for teachers and teacher trainers. Accomplishments to date in each of these areas are discussed in the project summary. Project publications which provide further detail are listed. The last part of this publication presents some illustrative transcripts of five interviews with experts which were conducted as part of the project. (RM)

ED 228 151 SO 014 633

Drost, Jerry
Buddhism: A Brief Guide to Reference Sources.
State Univ. of New York, Buffalo. Univ. Libraries.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Art; *Buddhism; Higher Education; *Intellectual History; *Mythology; Non Western Civilization; *Psychology; Reference Materials; Western Civilization

The annotated bibliography lists 48 articles, atlases, dictionaries, bibliographies, and general and subject indexes on Buddhism. The bibliography is intended to provide college students with an introduction to the more complex literature of Buddhism and to stimulate further research and study. Topics include the history of Buddhism; the practice of Buddhism in specific Eastern and Western countries; Buddhist doctrinal terms; and Buddhist art, psychology, mythology, meditation, and ethics. Items, most of which are in the English language, are listed alphabetically by Library of Congress call number. (KC)

ED 228 166 SP 021 780

Bitner, Ted R.
Incorporating Educational Administrative Theory in the Supervision of Student Teachers: A Model.
PUB DATE- Feb 83
AVAILABLE FROM- Ted Bitner, Ed.D., Decker Hall, Anderson College, Anderson IN 46012-9989 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College School Cooperation; *Cooperating Teachers; Educational Administration; Higher Education; *Leadership Styles; Preservice Teacher Education; Student Evaluation; *Student Teacher Supervisors; *Student Teaching; Teacher Educator Education; *Teacher Supervision; *Teamwork

The effectiveness of the student teacher supervisory process can be improved through the use of a model based on current administrative and supervisory theory. A review of literature on the process indicates that a closer collaboration between supervisor and cooperating teacher is needed, cooperating teachers need training in supervision, and supervision requires an ability to adapt to meet the demands of individual situations with flexible techniques which respond to a diagnosis of the maturity level of the student teacher at each stage of development. The model for the process of supervising student teachers presumes that a close relationship exists between the university supervisor and the cooperating teacher. A course or workshop for both the university supervisor and the cooperating teacher should provide basic tenets of needs assessment, the clinical approach to supervision, and adaptibility of leadership style. A collegial agreement should be reached on expectations and goals, and the roles of each supervisor should be clarified. The cooperating teacher should diagnose the maturity level of the student teacher and an agreement should be reached with the college supervisor on the most effective supervisory style. Preferably, both supervisors would be present at observations. Pre- and post-observation conferences with the student teacher should be held for discussing specific teaching behaviors being observed at each session. (JD)

ED 228 152 SO 014 640

Sekiguchi, Reiko W.
Changes in Families since the Early Twentieth Century in Japan--The Role of Higher Girls' Schools.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Education; Educational History; Ethical Instruction; Extended Family; *Family Structure; Females; Males; Middle Class Standards; Mothers; Parent Role; Secondary Education; *Sex Role; Social Change; *Spouses; Textbook Content; *Womens Education
IDENTIFIERS- *Japan .

The higher girls' schools in Japan from 1895-1926 are related to the family structure and cycle, the role of the wife and mother, the relationship between the sexes, and the relationship between generations. The higher girls' schools (comparable to secondary education), were created for the families of middle class society. They fostered the good wife/good mother ideology, the components of which include a patriot faithful to the emperor; a family member obedient to parents; a life style simple and economical; and a warm, good-minded, chaste, and gentle personality. The rationale for this approach to teaching was related to the life cycle of Japanese men and women at this time; both sexes averaged a 44.3 year life span. Educators considered the ultimate goal for a woman's happy life consisted of being a wife and mother and no more, since death and the end of the reproductive cycle were concurrent. Textbooks of moral instruction emphasized that the sphere of activity of the husband was clearly separated from that of the wife; the man devoted himself to his occupation, which promoted the happiness and prosperity of the state and society. Intergenerational relationships were based on the sense of indebtedness and obligation to the parents, in-laws, and teachers and thus reinforced the concept that woman's role was to serve the family. (KC)

ED 228 120 SO 014 526

Galtung, Johan
Schooling, Education and the Future.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
PUB DATE- 82
AVAILABLE FROM- Department of Educational and Psychological Research, School of Education, Box 23501, S-24500, Malmo, Sweden ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Comparative Education; Educational Improvement; *Educational Practices; *Educational Trends; Elementary Secondary Education; Experimental Schools; Foreign Countries; *Futures (of Society); Higher Education; Peace; Relevance (Education); Student Centered Curriculum; Tests
IDENTIFIERS- Life Cycles; *Sweden

A series of discussions on the present and possible future of education in Sweden is presented. The major themes covered are: the boredom of school; school and the life-cycle; the problem of examinations; a comparison of schooling and eating; a pupil centered school; experimental schools in Sicily and Oslo; the university; distinctions among the terms "learning," "education," and "schooling"; and peace education. An interview focusing on future consciousness and the school which was conducted for the Preparedness for the Future Project of the Malmo School of Education is also included. (RM)

ED 228 136 SO 014 603

Coss, Maurice
Manitoba Exchange.
Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-86497-094-3
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Study; *Cultural Awareness; Geography Instruction; Grade 5; Grade 6; History Instruction; Intermediate Grades; Learning Activities; *Social Studies; *Student Exchange Programs

Planning ideas and follow-up activities are described for a reciprocal exchange program between groups of 5th and 6th grade students in Manitoba who are "twinned" with another school in the province. Emphasis is on providing learning experiences which help students become familiar with the economic activity in the area, with the local government or political structure, with local history and traditions, with the geographical or environmental pecularities of the area, and with its social and cultural composition. There are three major parts. Part 1 deals with pre-trip activities such as visiting and hosting teacher preparations, discussing items such as site selection, legal considerations, public participation, financing, and student preparations. Part 2 focuses on the trip itself. Included are a sample schedule and interpretation of each day's activities; a time log, observation lists, question lists, and games for the trip to the site; and on site activities. Suggestions for post-trip activities such as art work, creative writing, scrapbooks, and pen pals, are provided in part 3. The appendices contain sample forms, various lists that can be duplicated, a bibliography of additional resources useful in setting up a program, and an exchange application form. Although written for educators in Canada, the planning guide can also be used by educators in any country interested in setting up student exchange programs. (RM)

ED 228 167 SP 021 855

Munroe, Mary Jeanne
Teacher Behavior--Student Learning Style: A Vital Link.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Cognitive Style; Elementary Secondary Education; Locus of Control; Student Motivation; Student Reaction; Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; *Teaching Styles

Five elements of teaching style which are directly related to effective learning patterns are identified: (1) warmth--monitoring seatwork, communicating awareness of behavior, providing individual assistance; (2) cognitive organization--feedback, fast-paced activities, variety of learning drills; (3) orderliness--rules, smooth transitions, fostering independence and responsibility; (4) indirectness--accepting student feelings, minimizing oral directions; and (5) problem solving ability--delving, questioning skills. Each of these teaching styles is discussed as it links with and accommodates the differing learning styles of students and enhances student achievement. (JD)

ED 228 168 SP 021 858

Mullins, J. Dale; Elsner, Kenneth

An Informational System That Links Theory to Classroom Practice.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; Beginning Teachers; Curriculum Development; Educational Legislation; *Educational Objectives; Foundations of Education; Information Dissemination; *Program Improvement; *Schools of Education; Staff Development; *State Standards; Teacher Certification; *Teacher Education Programs; Testing
IDENTIFIERS- *Central State University OK; *Oklahoma

In 1980, the Oklahoma legislature passed House Bill 1706, which focused upon four major concepts: (1) strengthening screening requirements for admission; (2) testing teachers in their curriculum field; (3) development of an entry-year assistance program for beginning teachers; and (4) staff development programs in all school districts. The Central State University (Oklahoma) School of Education has changed its teacher education program in response to this mandate, establishing specific standards for each area of the school's program--general education, major subject areas, and professional education. Admission standards have also been revised. To implement changes, an information system that links theory to classroom practice was developed. This system is based on professional education courses that state objectives which can be included in a follow-up evaluation. A bibliographic file, developed through an ERIC computer search of the literature on objectives for professional teacher education, kept record of sources and documents from which the concepts and objectives for the program changes were found. Information was also obtained from a review of recent research instruments for observing teacher performance. An information system is a necessity if teacher preparation programs are to be responsive to the changing needs of teachers. (JD)

ED 228 153 SO 014 656

A Year of Progress: Preparing for the 21st Century.

Department of the Interior, Washington, D.C.

PUB DATE- 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 024-000-00879-7, $4.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agency Role; *American Indian Reservations; Annual Reports; Coal; *Federal Government; Fuels; *Land Use; Mining; *Natural Resources; *Parks; Public Agencies; Public Policy; Water Resources; *Wildlife
IDENTIFIERS- *Department of Interior; Geothermal Energy

Achievements of the Department of Interior for 1981 in the areas of natural resources, parks, wildlife areas, water, Western lands, Indian reservations, and island territories are reported. Section 1 outlines increases in onshore and offshore oil and gas, coal, and geothermal leases on federal lands. Section 2 describes results in the change of policy from acquiring more land to preserving the nation's parks, wildernesses, and wildlife refuge systems. Section 3 reports the partnership between Western states and the federal government to avert a water crisis in the next decade. Accomplishments include 10 new Western water projects, operation of 2 giant wind turbines, and revitalization of the Bureau of Reclamation. Section 4 notes the improvement in the relationship between the government and Western states, a result, among others, of revenue sharing, honoring states' rightful claims to land granted when they entered the union, and transferring federal land to state and local government. Section 5 outlines ways in which the Department has helped Indian tribes and island territories achieve economic self-reliance and governmental self-determination. The final section describes achievements in management, regulatory reform, red tape reduction, and national control. Numerous charts and photographs are included. (KC)

ED 228 121 SO 014 531

Kohlberg, Lawrence; Shulik, Richard
The Aging Person as Philosopher: Moral Development in the Adult Years.
PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Aging (Individuals); *Beliefs; Case Studies; *Developmental Stages; Life Satisfaction; Moral Development; *Older Adults; *Philosophy; *Religion; Values
IDENTIFIERS- Erikson Psychosocial Stage Inventory; Fowler (James); Piagetian Stages

Using four case studies, the paper explores whether the philosophical reflections on the meaning of life by older adults constitute a developmental stage as defined by Piaget. Prefacing his analysis with discussions of the Erikson model of ego stages and the Fowler "Faith Interview" methods, Kohlberg hypothesizes hierarchical levels that occur in adulthood. Next, the author draws upon 1979 case studies of faith systems in 40 older adults which determined their feelings about the future; meaning of life; ethical standards; communal identification; intimacy and sexuality; transcendental beauty, evil, and suffering; and death and dying. In his analysis of four of the case studies, Kohlberg theorizes that after attainment of Stage 5 post-conventional morality, two paths of further development are possible. One leads to Stage 6 morality of rational justice; the other to an exemplary ethic of agape (putting the other before the self). This stage, however, cannot be defined by the hypothetical moral dilemmas used to measure preceding stages. The author concludes that the stages do not illustrate strict Piagetian stage-sequential development and that development of advanced stages of faith may depend more upon life crises than on experiences of social and moral conflict. (KC)

ED 228 137 SO 014 605

DeCano, Pio, II.
Our Government.
Asian American Bilingual Center, Berkeley, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
AVAILABLE FROM- ARC Associates, Inc., 310 8th Street, Suite 220, Oakland, CA 94607 ($4.00 each booklet).
LANGUAGE- English; Chinese; Pilipino; Korean
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Asian Americans; Bilingual Instructional Materials; *Chinese Americans; Constitutional History; Elementary Education; *Filipino Americans; *Korean Americans; Second Language Instruction; Second Language Learning; *Social Studies; *United States Government (Course)

Three bilingual booklets are combined in this document--one is written in English and Chinese, one in English and Pilipino, and one in English and Korean. The text is the same in all three booklets. The illustrated booklets are designed to help elementary students learn about the formation of the U.S. government. Topics covered include the Constitution and the executive, legislative, and judicial branches of the government. Emphasis is on how the U.S. government must be responsible to all people in a multicultural society. (RM)

ED 228 169 SP 021 860

Delemos, Valerie A.; Youngblood, Chester E.
The St. Croix, United States Virgin Islands, Public School Primary Teacher: A Profile.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bilingual Education; *Elementary School Teachers; Goal Orientation; Mainstreaming; Primary Education; Public Schools; *Teacher Attitudes; *Teacher Background; Teacher Behavior; *Teacher Characteristics; Teacher Education
IDENTIFIERS- *Virgin Islands (Saint Croix)

Responses to a questionnaire seeking information on personal characteristics, opinions, and practices were received from 90 primary public school teachers in St. Croix, U.S. Virgin Islands. The instrument included questions on age, ethnic background, sex, educational background, and previous teaching experience. Opinions were also sought on professional attitudes. A profile of a St. Croix teacher, drawn from the findings, indicates that the typical St. Croix primary teacher is female, age 34, with a West Indian ethnic heritage. She has not taken courses in multicultural education but fully understands the St. Croix dialect. She has taken courses in language arts, child psychology, and the teaching of mathematics and reading, and she has taken a college course as recently as 1980 or 1981. She is undecided about her ultimate professional goals. The average primary teacher believes pupils should pass a competency test in basics before promotion and favors cross-grade grouping as an instructional approach. She prefers a class size of under 25 children. She is undecided about the value of a primary level bilingual-bicultural education, and is doubtful about having handicapped pupils mainstreamed into her class. (JD)

ED 228 170 SP 021 883

Miller, C. C.; And Others
Answering Questions and Questioning Answers. Part I. University of Central Florida Conference Papers.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 82
AVAILABLE FROM- FERDC, P. O. Box 506, Sanibel, Fl 33957 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTIONS- Beginning Teachers; Cognitive Style; *Educational Needs; *Educational Objectives; *Educational Research; *Educational Theories; Individual Differences; Leadership Styles; Learning Processes; Parent Attitudes; Research Methodology; *Research Utilization; Self Actualization; Student Attitudes; Student Evaluation; Tactual Perception; Teacher Attitudes; Teacher Effectiveness; Teacher Motivation; Teaching Methods

Brief analyses are provided of presentations at a conference, held at the University of Central Florida in Orlando, which addressed questions and answers relating to research and education. Conference sessions explored the role of research in relation to educational practices with special focus on theory, research, issues, and application. Papers presented at the conference include: (1)"Qualitative Research: What is It?" (Dorene Doerre Ross); (2) "Perceptual Style: Where Have All the Haptics Gone?" (Donna J. Toler); (3) "What Do Florida Parents, Teachers, and Students Think of Education?" (William D. Hedges); (4) "Teacher Effectiveness: Myths and Realities" (Robert Soar); (5) "What Does Research Have to Say about Teacher Motivation?" (Robert A. Rothberg); (6) "Staff Development and Evaluation Plan for the Direct Instruction Model" (Pam Abrams, Margarette Ackert, Sharon Ralph, Robert Lange); (7) "The Florida Beginning Teacher Program" (Betty Fry); (8) "Two-Factor Leadership Theory: A Myth" (Charles Dziuban, Philip Sciortino); (9) "New Approaches to the Assessment of Children's Intelligence" (David J. Mealor); (10) "A Base for Maximizing Human Potential" (A. T. Wood); and (11) "Classroom Ethnography: The Experience and the Methodology" (Elizabeth Bondy, J. Amos Hatch). (JD)

ED 228 122   SO 014 538

Breneman, David W.; Kleinman, Judith D.
Economic Trends in Graduate Education in Economics.
PUB DATE- 30 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Doctoral Degrees; *Economics Education; Educational Research; *Educational Trends; Employment Opportunities; Enrollment Trends; Females; Foreign Students; *Graduate Study; Higher Education; Masters Degrees; Minority Groups; Student Financial Aid

Trends in graduate enrollment, graduate student financial support, graduate degree production, and the labor market for new Ph.D. economists are examined. Surveys conducted by the National Science Foundation were the principal source of information, supplemented by data from the National Center for Education Statistics and a few private survey sources. Graduate enrollments in economics have been stable from 1975 through 1979, but increased by more than 10% between 1979 and 1981. Regarding student financial support, there is a growing reliance on the institution's own and state-provided funds and an increased dependence on self-support, family support, and debt. From 1960 through the early 1970s, there was a rapid rise in the number of M.A. and Ph.D. degrees awarded. Degree production for both degrees peaked in 1973, with the number of M.A. degrees drifting steadily downward. The pattern of Ph.D. production has been stable since 1970. New Ph.D. economists are finding jobs, but there is a trend toward the pursuit of nonacademic positions. (RM)

ED 228 138 SO 014 608

The National Council for Geographic Education Competency-Based Geography Test. Intermediate Level, Parts I, II, and III.

National Council for Geographic Education.

PUB DATE- 80
AVAILABLE FROM- National Council for Geographic Education, Western Illinois University, Macomb, IL 61455 ($2.00 each plus postage, $15.00 for 30 test bulletins plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Charts; *Geography Instruction; Graphs; Human Geography; Illustrations; Intermediate Grades; Knowledge Level; Locational Skills (Social Studies); Map Skills; Multiple Choice Tests; *National Competency Tests; Physical Geography; Skill Development

The geographic knowledge, skills, and understandings of fourth, fifth, and sixth graders can be assessed through this test which was developed by the National Council for Geographic Education. The test consists of 27 questions on geography skills, 25 questions on physical geography, and 23 questions on human geography. Students are directed to answer multiple-choice questions involving map skills, locational skills, chart and graph reading, and analyses of illustrations and statements. (RM)

ED 228 154 SO 014 659

Cook, Judith A.
The Development of Feminist Methodology: Ideas and Practice in Three Academic Disciplines.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anthropology; *Feminism; *History; *Research Methodology; Research Needs; Research Problems; *Sex Bias; Social Science Research; *Sociology; Statistical Bias

Feminist research techniques in sociology, history, and anthropology reveal consistent approaches on how to study women. In all three disciplines, feminist methodology reveals a pervasive lack of information about women's worlds, a bias in the underrepresentation of women researchers, a need to reconceptualize previously investigated phenomena to include women's experiences, and biases in the kind of research questions asked. To resolve these omissions and biases, feminist scholars take techniques in one discipline and apply them to the subject matter of another in order to avoid sexist assumptions of their own field's methods. Examples are the use of linguistic methodologies in sociology, archaeological and ethnohistorical techniques in anthropology, and demographic analysis in history research. Also, feminist methodology duplicates earlier research to evaluate its analysis and explanation (or lack of analysis and explanation) for gender inequality. Finally, feminist research in all three disciplines involves the development and refinement of new methods of data collection. Nontraditional sources, such as women's medical and church records, minutes of women's clubs and voluntary societies, and refined essay questionnaires, are used. In these ways, feminist methodology unveils the distortions of a sexist society while working toward a transformation of the future. (Author/KC)

ED 228 155 SO 014 663

Herriott, Robert E.; Firestone, William A.
Multisite Qualitative Policy Research in Education: A Study of Recent Federal Experience. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.
PUB DATE- Dec 82
CONTRACT- 400-80-0019
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Data Analysis; *Educational Policy; *Educational Research; Elementary Secondary Education; Federal Programs; *Generalization; *Reliability; *Research Methodology; Research Needs; Social Science Research
IDENTIFIERS- *Qualitative Studies

A comparison of multisite educational research projects involving qualitative research methods is reported. In phase 1 of the project, telephone interviews with key staff members of 25 projects determined ways in which each project handled important qualitative design and implementation choices. Phase 2 consisted of a more intensive study of 5 projects: the Rural Experimental Schools Study, Experience-Based Career Education, Career Intern Program, Parental Involvement Study, and Dissemination Efforts Supporting School Improvement. Extensive interviews with key project members determined the project history, the interests of project staff and relevant outsiders, and methodological and administrative dilemmas characteristic of policy research. Telephone interviews were conducted with federal officials who monitored each project. Differences in the degree to which the methodologies of these projects were formalized were substantial. Formalization entails codification of questions and variables, standardization of data collection methods, and systematic reduction of verbal narrative to codes and categories. The variation results from different adaptations of social science to policy research and is more a function of the professional preferences of the research team than of the technical requirements of policy research or the desires of those who commissioned it. Appendices include profiles of the 25 multisite studies, tables, and an annotated bibliography. (Author/KC)

ED 228 139 SO 014 609

Robinson, John P.; Holm, John D.
The Public Looks at Foreign Policy: A Report from Five Cities.
Cleveland State Univ., OH. Communication Research Center.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Communism; Developing Nations; *Foreign Policy; Patriotism; *Political Attitudes; *Public Opinion; Social Science Research; Surveys; World Problems
IDENTIFIERS- *USSR

The document examines the American public stand on foreign policy and explores the extent of citizen support for six basic foreign policy orientations--anti-Communism, internationalism, democracy, isolationism, interventionism, and self-interest. The extent of public support within these orientations among subgroups in the populace is also explored to see if age, education, and geographic location affect orientations. Major purposes are (1) to show how far the topics being debated among foreign policy experts have filtered into public consciousness, and (2) to provide insight into the limits of public opinion within which attempts to redefine national objectives can be maneuvered. A cross section of 300 citizens in each of 5 cities--Pittsburgh, San Francisco, Portland, Minneapolis, and Milwaukee--were interviewed by telephone. Findings show that the public still supports an activist posture toward the rest of the world, i.e., trade with the Soviet Union, aid to Third World countries, and secret spying on other countries but stopping short of covert intervention in internal affairs of other countries. People under age 25 are far less cold-war-oriented in their views of the world than older people. Local "elites" in terms of educational attainment and occupational position differ widely from the rest of the public, being much less concerned about the threat of communism and far more supportive of an expanded world economy. Appendices contain questions and responses by city, tables showing differences in foreign policy attitudes by background factors, and perceptual maps of the world. (RM)

ED 228 140 SO 014 613

Guidelines for the Certification of Teachers of History.
American Historical Association, Washington, D.C.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Sciences; *Graduation Requirements; Guidelines; *History Instruction; Humanities; *Required Courses; Secondary Education; Social Sciences; *Teacher Certification; Undergraduate Study

Recommendations and guidelines developed by the American Historical Association for certification requirements for history teachers in secondary schools are presented. The guidelines are based on the conviction that teachers of history must be well versed in history. Requirements proposed in history and closely related subjects constitute one-half of the total requirement for undergraduates. Preparation in history requires a major of 30 semester hours. Preparation in subjects closely related to history (social and behavioral sciences and humanities) requires 18 semester hours, with additional study from history and closely related courses accounting for 12 hours. In addition to required education courses, 3 hours of the teaching of history and 6 hours of student teaching are recommended. Graduate study should consist of, for the most part, history courses. (KC)

ED 228 123 SO 014 545

Jacobson, Harald W.
The Educational System and Academic and Technological Exchanges of the People's Republic of China. Research Report.
International Communication Agency, Washington, D.C.
REPORT NO.- USICA-R-6-80
PUB DATE- 6 May 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; Educational Administration; *Educational Change; Educational History; Educational Needs; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Educational Exchange; Modernization; *Sciences; Technological Advancement
IDENTIFIERS- *China

A program to reverse the impediments to scientific and technological advancement brought on by the Cultural Revolution in the People's Republic of China is described. The Cultural Revolution impeded progress through the denigration of intellectuals, the closing of schools, and the philosophy that foreign influences were contradictory to the Maoist principle of self-reliance. The report discusses the relevance of educational exchanges to the modernization program, educational developments and change since the death of Zhou Enlai (Chou En' Lai), efforts to improve the image and role of intellectuals, the Cultural Revolution, and the administration of foreign exchange programs. The program calls for advancement in agriculture, industry, science and technology, and defense. It also focuses on development of new sources of energy, computer technology, space science, laser usage, high energy physics, and genetic engineering. To accomplish these goals, Chinese leaders are expanding and modernizing educational facilities and creating an atmosphere conducive to intellectual activity. China has also launched a major effort to send Chinese students abroad for scientific, technological, and language training and to invite foreign specialists to China to lecture, teach, and participate in joint research efforts. (KC)

ED 228 124 SO 014 556

Ferren, Ann S.
Field Testing of the "American Indian Archeology in the Middle School" Program.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *American Indian Studies; *Archaeology; *Curriculum Enrichment; *Curriculum Evaluation; Field Tests; Humanities Instruction; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Program Evaluation; Social Studies; *Teacher Effectiveness
IDENTIFIERS- *American Indian Archaeology Program

Field testing of the American Indian Archaeology Project, designed for grades 5 through 8, revealed weaknesses in the quality with which the modules were implemented. The project offers supplementary materials, a resource guide, and teacher workshops for social studies or humanities teachers. Two aspects of the materials, feasibility and effectiveness, were evaluated in three schools with diverse populations. Methods included direct observation, open-ended interviews with teachers, and student questionnaires. Specific incidents (rather than a synthesis of findings) reveal that although the modules provided adequate information to teachers, they were not used as expected. Classroom questioning techniques were rote and uninspired. Also, the modules did not match the full range of student ability and interest in the field test classrooms, with higher grades reporting that the work was too easy. In every case teachers failed to provide a rationale for the study of modules and did not attempt to integrate content elements in a coherent pattern. The most positive aspect was that students did learn new concepts and vocabulary. The project emphasis on content rather than methods underestimated the dependence of teachers on textbooks, dittos, and prepared lesson plans. Finally, teachers did not sense any urgency to teach about Native Americans. (KC)

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